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ABSTRACT

The National Conference on Special Emerging Programs in Higher Education focused on (1) Support Programs for Culturally Different Students; (2) Environmental Studies, and (3) Ethnic Studies. The specific objectives were: (1) to examine the impact of Special Programs on higher education, to include the degree of impact which these programs exert on surrounding communities; (2) to stimulate interest in, and an awareness of, contributions made by Special Programs in higher education; (3) to explore current trends in program funding and the future outlook for Special Programs; (4) to discuss crucial prcblem areas such as: (a) funding and budgetary constrains, (b) how special programs might become permanent parts of the university structure; (5) to share experiences which would facilitate communication between similar programs; and, (6) to consider the promotion of a professional Society of Ethnic and Special Studies personnel. All the conference goals were obtained, culminating in the formation of the Society of Ethnic and Special Studies that will assist in conference planning and promoting the interest of Special Programs on a nation wide basis. (Author/JM)

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The First National Conference on Special Emerging Programs in Higher Education

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THE FIRST NATIONAL CONFERENCE
on
SPECIAL EMERGING PROGRAMS IN HIGHER EDUCATION

"The True American University," David Starr Jordan once observed, "lies in the future." It still does; for American universities have not yet developed their unique theory of purpose and function. They still look to older and to foreign models, although less and less; and the day is coming when these models will no longer serve at all.

– Clark Kerr

INTRODUCTION

Emil F. Jason

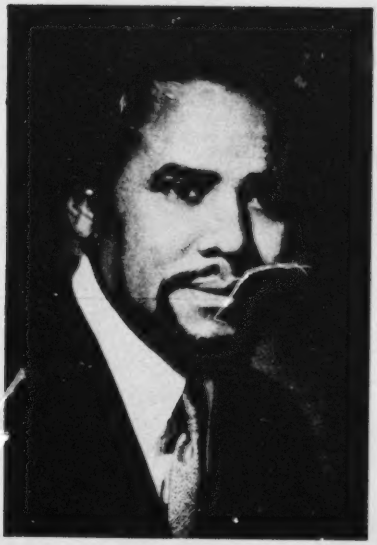
Arising out of the Civil Rights movement of the sixties, there was a great clamor by ethnic minorities for predominantly white colleges and universities to open their doors more widely to them. The doors were reluctantly cracked, and increasing numbers of black, brown, yellow, red and white students pushed through. Many of these students came from low socioeconomic circumstances and were not prepared one way or the other to cope with a campus environment that traditionally served a decidedly different kind of student body. These new kinds of students were not ready for what they found at the predominantly white campus and neither were these institutions ready for them. The students saw higher education as their route to upward mobility. They felt that higher educational institutions by design were limiting their access to upward movement while viewing them as intruders.

The students demanded that increased ethnicity should be reflected in the university's curriculum and that more ethnic minorities should be employed by the universities. Higher education responded by establishing a number of Ethnic Studies and Supportive Service programs, and increasing the minority representation of the predominantly white campus. Many of the Special Programs were created in haste, and not enough attention was given to the quality of the staff or the substance of the program. Further, they were founded in a climate of hostility with very little consideration given to making them a legitimate part of the academic mainstream. In the meantime black institutions were drained of black professors to staff poorly supported Special Programs on the one hand, and take on titles without faculty rank on the other. Despite the difficulties under which Special Programs at predominantly white institutions have been forced to operate, there is ample evidence to demonstrate their considerable success.

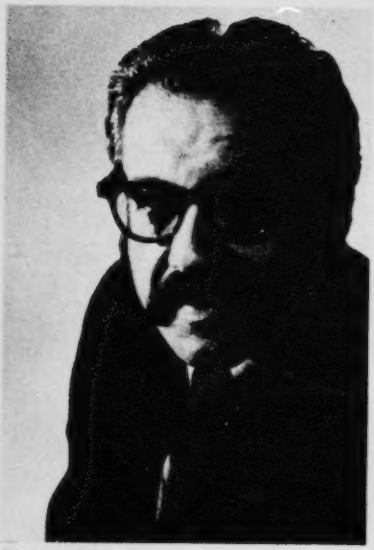
Budgetary retrenchment in higher education has placed a number of Special Programs and black professionals in jeopardy at white institutions. Ethnic minorities are not graduating from such institutions in numbers corresponding to their enrollment; nor are they attending college in numbers representative of their population. Black colleges continue to be eroded through loss of their black professionals, and the academic performance of minority students upon graduation from high school continues to be disappointing. Thus the entire educational fabric of ethnic minorities is tenuous and in danger of further deterioration.

The recognition of these and other problems affecting the education of ethnic minorities prompted us to convene the National Conference On Special Emerging Programs in Higher Education. The Conference focused on (a) Support Programs for Culturally Different Students, (b) Environmental Studies, and (c) Ethnic Studies. The specific objectives were:

1. To examine the impact of Special Programs on higher education; to include the degree of impact which these programs exert on surrounding communities.
2. To stimulate interest in, and an awareness of, contributions made by Special Programs in higher education.
3. To expolore current trends in program funding and the future outlook for Special Programs.



Dr. King V. Cheek



Herbert Hill

Phillip Rutledge

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4. To discuss crucial problem areas such as:
   (a) funding and budgetary constraints.
   (b) how special Programs might become permanent parts of the university structure.
5. To share experiences which would facilitate communication between similar programs.
6. To consider the promotion of a professional Society of Ethnic and Special Studies personnel.

All the conference goals were obtained, culminating in the formation of the Society of Ethnic and Special Studies that will assist in conference planning and promoting the interest of Special Programs on a nationwide basis.

SECTION I

Keynoters:

Supportive Services
Hebert Hill

Environmental Studies
Daniel Alpert

Ethnic Studies
Wilbur McAfee

The Contemporary University

There is a difference between the educational needs of young adulthood and middle adulthood, the first being characterized by a concern for vocational and technical training which will assist in professional competency and job advancement, the second being characterized more perhaps by a desire to fulfill one's intellectual interests and creative impulses. There is also a difference between the educational needs of middle adulthood and old age, and between the ways men and women regard their own further education.

— Jerome M. Ziegler

ACADEMIA AND BLACK STUDIES: OR HOW THE HUSTLERS GOT HUSTLED

Herbert Hill

The past decade has been one of the great transitional periods in the history of American society. Among the most significant aspects of these years has been the profound rebirth of interest in race and ethnicity. Under

the stimulus of the Black revolution of the 1960's, long held assumptions of the melting pot theory of ethnic relations were shattered. The new thrust of Black awareness and Black pride stimulated not only a new selfperception by other ethnic groups throughout the country, but also an increasing discontent with the general submergence of a variety of ethnic interests.

Surely, among the very first questions scholars of the future will seek to answer when studying this period will be—what was the response of the American educational system, especially the great institutions of higher learning, to these crucial developments? After an examination of all the evidence, social scientists of the twenty-first century will have no choice but to conclude that the institutions of higher learning in America failed—and failed miserably—in responding to the profound changes in racial and ethnic self-perception.

In initial response to demands for Black study programs and for research and scholarship in the history of Afro-Americans, major institutions of higher learning blandly asserted that nothing new was necessary and refused to acknowledge that one of the great crimes of American intellectual life had been the systematic writing out, indeed, the obliteration of, the participation and contribution of Black people in American life and culture.

In reality, spokemen for universities and colleges were asserting that Black folk had no past—or perhaps no past worth investigating and understanding. But to deny a people their history is to deny them their humanity.

And so—Black students mobilized on college campuses chanting and demonstrating, blocking entrances, disrupting classes, and in some instances dramatically emphasizing their militancy with guns and hand grenades. Once again, the response of the educational establishment was predictable. Vast funds were suddenly made available to establish an amazing proliferation of programs, departments, institutes, centers, symposia, etc. *and* etc. in reaction to the rising tide of Black protest on campuses. But because they had no serious regard for the unique experience of Black people, and because in most cases they had neither scholarly interest nor humanistic concern, school administrators all too often created Black study programs that were shoddy caricatures. They made it evident that there was no intention of creating serious centers devoted to the highest standards of scholarship and teaching. In school after school, the worst travesties occurred as it became evident that Black studies were really meant to be Black pacification.

And now, of course, the failure of these programs is used as self-fulfilling prophecy by academic bureaucrats. For those who are serious and are prepared to meet their responsibilities as educators, much can be learned from these events. And the failures as well as the few successes in the field of Black study programs are instructive.

A most fundamental obligation of the leaders of American higher education is first of all to comprehend that the history and culture of Black Americans cannot be understood as something separate and apart from the history and culture of America itself. The Black experience is at the very center of American history and, indeed, it *is* American history. Here is one of the richest and most complex themes that has permeated every period of the American development.

The next step is to begin the process of demystification. That means giving the highest priority to the establishment of centers for unified, integrated, and multi-disciplinary racial and ethnic studies on college and university campuses

across the nation. The great need now is to establish centers of racial and ethnic studies which will open a new era in American higher education. Staffed by the best minds in each discipline, white and Black, native born and immigrant, and operating on the highest standards of scholarship they will produce the works that will be worthy of the grand epic that is at the heart of the racial experience in America.

UNIVERSITIES AND INTERDISCIPLINARY EDUCATION
Daniel Alpert

The principal question concerns the role of the university in a society undergoing major transformations. These major transformations are evidenced by the occurrence of a continuous series of crises. New crises come upon us before the old crises are resolved or even seriously addressed. Undergirding these crises is a lack of consensus as to national goals and/or ways of attaining these goals. At the very base of the whole pyramid of crises is a lack of common understanding of the issues involved.

An anal, sis of the basic cause of societal problems suggests that they are mostly due to the successes of the objectives of the broadbased consensuses of the great society. These successes have met the individual's purposes, but they have not met the common purposes of our society. The crisis that has been precipitated is the confrontation between the individual and his society. The successes, not the failures, have given the individual the greatest personal freedom and affluence, yet they have created very serious problems for society.

With every major technological change there is threat as well as promise for human society; indeed, the greater the promise, the more serious the threat is likely to be. An example of this crisis is found in the increasing development of areas of specialized knowledge which leads to a breakdown of communication within the intellectual community or between specialists and the public. This condition leads to a further breakdown of "common understandings" among all of the segments of our society—the promise of greater knowledge creates the threat of a greater lack of "common" understandings amongst all, the highly educated and the various other constituencies in our society. New ways are needed to formulate, store, and gain access to what is already known. This dilemma presents a challenge to the university's ability to learn and teach and to its ability to restructure its educational processes so that "common understanding" can be enlarged throughout society.

Technology is not only nuts and bolts, but, more importantly, knowledge itself. It is new ways of doing things. Technology must be developed that will synthesize the specialized knowledge of the academic disciplines into a feasible vehicle for the solution of the societal problems of our times.

Rittel and Webber characterized the problems of our times as "tame problems" and "wicked problems." The "tame problems" can be solved by scientific processes; the "wicked problems" are so inter-related with the whole of society that they seemingly defy solution. One of the problems of "wicked problems" is the inability to define a "wicked problem": it appears to have neither beginning nor ending; it is recognized only when "discrepancies between the state of affairs as it is and the state of affairs as it ought to be" become

apparent. Two reasons for the difficulty in proposing solutions to "wicked problems" are "a lack of theoretical guides and a lack of broad consensus as to the goals to be achieved."

What can the academic community contribute to the solution of the "wicked problems" of society and how can the academic community use the knowledge that it has to help effectuate these solutions? One idea is certain: "It goes without saying that we cannot approach such problems by the methods of any one discipline"; the search for solutions is a process rather than a product with the academic community taking the role of a brokerage whose acitivities are the coordinating and the synthesizing of a learning process in which mistakes are viewed not as failures, but as a part of the learning process.

The services of the academic institutions that are needed to carry out the task of solving the "wicked problems" must be invented. Can the universities bring together their resources and knowledge through interdisciplinary co-operation? Can the universities structure inter-institutional units to attack these problems? There is no need for the creation of more university departments; what is needed is the creation of an "interdisciplinary person" who can relate to other disciplines and professions and who will become the "human network" necessary to bridge institutions and create new technologies and new structures with a flexibility that can cut across the lines to other departments and institutions.

BLACK PERSPECTIVE ON PUBLIC AFFAIRS

Phillip J. Rutledge

Black Studies, which is an expression of the black perspective, is at a pivotal point in history. Black perspective is the peculiar insight into a situation that can come only from having lived and internalized the Black experience, and public affairs is the organized collection of academic subjects on disciplines which is designed to prepare one to manage public business. Both of these definitions are clearly within the province of Black Studies.

The Battelle Report concluded that recent changes in the national economy indicated that the socio-economic structure is evolving into what might be called the Human Resources Era; this era emerged during the 1960's. The report also categorized 15 of the subject areas of new and emerging programs in public affairs and administration, and emphasized that, because of the urbanization of blacks, these areas are vitally important to black people. Few blacks are designing, planning, or teaching these courses, and even fewer blacks are studying in these areas. Two detrimental affects inherent in this situation are: (1) the black perspective will not be a part of the course curricula nor will blacks be enrolled in these courses, and (2) blacks will not be trained to be participants in the rapidly expanding areas of human services in the urban areas of America.

By 1985, three million professionals must be recruited, replaced, and trained in state and local governments across the country to meet the growing demands of urban America. Will there be enough black youth trained and educated to assume the roles thrust upon them? Are the present Black Studies programs capable of educating black youths for "real" life roles or are the present Black Studies programs only feeding the need of the black students for self-identification? There are nearly 3,000 black officials in the United States today, and the

recent election of Mayors Maynard Jackson of Atlanta and Tom Bradley of Los Angeles illustrates the urgency of having young blacks with well-developed technical skills to help in the management of urban centers. The designers of Black Studies programs must address themselves to the issues of economic delivery systems which presently victimize black people while at the same time placing upon them the stigma of being the well-kept recipients of an affluent society. An income maintenance and transfer payment plan that would move from a "service strategy" to an "income strategy" must be implemented.

Another area of the black perspective that is in need of serious scholarship is that of research. The same data interpreted by white and black researchers can render completely differing results. "On almost every policy issue in public affairs there is the perspective of the larger society and there is the perspective of the Black Community." A lack of adequate and complete research by competent black scholars causes the black perspective to lack force and lays the community bare to the "second order consequences" of public policy which on the surface appear to help those people that they are intended to help, but which, in reality, benefit those segments of the society which are the most affluent.

Black Studies has the task of perfecting a technology to forecast the results of "second order consequences" so that black scholars will be able to know enough about the ultimate consequences of public policies and programs to know for sure which ones assist and which ones retard achievement of long range Black goals.

SECTION II

Special Emerging Programs:

Support Programs
Mary Reiss – Coordinator

Environmental Studies
Daniel Alpert – Coordinator

Ethnic Studies
Wilbur McAfee – Coordinator

Mary Reiss

SUPPORT PROGRAMS IN HIGHER EDUCATION

In today's complex world, every agency, business or industry has found it necessary to make provisions for the unique differences which are acknowledged to exist in all segments making up society. Education makes these provisions by means of the Support Programs which, therefore, may range on a continuum of strengthening basic education skills through to complex guidance systems, financial assistance, multi-ethnic approaches or whatever else may be required to assist students to succeed in navigating the pathways of Higher Education.

A UNIQUE RESPONSE TO SUPPORT PROGRAM NEEDS THROUGH LIBRARY AND MULTI-MEDIA CENTERS

Richard Morrison

The Alabama A & M University library-media program was the first such curriculum to be certified by the Alabama State Department of Education. This feat was accomplished by a belief in academic excellence, a strong desire to fulfill a serious need for library media specialists in the State of Alabama, the dedicated efforts of several foresighted individuals, and the development of skills in communication with sources of private financial support.

In 1964, when the Joseph F. Drake Memorial Library was constructed, the ground floor of the library was especially designed and equipped for the instructional program that is now the School of Library Media. After construction, Alabama A & M had a facility which met the physical requirements for an accredited program but nothing more. It was concluded that private funds should be sought for initial support.

A proposal was prepared and submitted to the Kellogg Foundation which granted $203,050 for the establishment of the program on February 1, 1969.

In the Summer of 1969, the Department of Library Media was expanded and the Educational Media Center was established. It was in this department that the Learning Resources Center was developed. Two years later, the Department of Library Media and the Educational Media Center were combined to form the School of Library Media. A second three year commitment of $232,800 was approved by the Kellogg Foundation on January 24, 1973, thus continuing its assistance to the School of Library Media.

The purpose of the School of Library Media has been to offer advanced training for public school librarians to meet the critical need for librarians and media specialists throughout Alabama, South Carolina, Tennessee, Georgia, Florida, and Mississippi. In early 1972, the University was named a production center for the Alabama Educational Television Network. In this capacity, A & M Educational Television developed a curriculum in television production techniques. It also has served as a source for public television programs, an educational medium for the Huntsville community, and a voice for the black citizenry. Another service of the School of Library Media has been the sponsorship of institutes and workshops for librarians and media specialists.

PLANNING AND FUNDING SUPPORT PROGRAMS

Herman B. Smith, Jr.

I believe very strongly that our great nation in the years ahead must be more responsive than ever before to the needs, the rights, the potential, the aspirations, and the motivations—and there are many positive motivations—of its disadvantaged and minority citizens. If such a national stance is to be effected, the objective must be addressed by government and political figures at all levels, by educational institutions, by major foundations and corporations, and by other agencies and individuals.

The Carnegie Commission urged institutions to stop measuring their own

quality on the basis of entering sutdents' test scores and concentrate instead on what they can do for students once enrolled. This advice, if heeded by more institutions, could have significant impact on the future enrollment and subsequent preparation of minorities with the attendant development and financing of necessary support programs.

Some fifty percent or more of all black students in higher education today are enrolled in historically white institutions. This particular statistic, of course, has comparatively little meaning for me for at least three reasons: (1) even though this report be a fact today, the number of minorities enrolled in institutions of higher education as a ratio of their incidence in the total population is yet far too small, (2) the report about enrollment tells nothing about the number of minorities being prepared and graduated, ready and motivated to assume meaningful, productive roles in the society; (3) even though the historically black institutions enroll today only approximately 50% or less of minorities in higher education, the extent to which these traditionally underfinanced institutions continue to bear a disproportionate share of the task of educating black citizens is realized when we study the report further. It communicates that some 80 historically black degree-granting institutions are providing a higher education for approximately 50% of blacks in higher education and the remaining 50% of black enrollees are studying in some 2,300 colleges and universities which historically have served white enrollees primarily. The obvious point should be that all institutions of higher education, if they are to assume a rightful and critical responsibility to the total society, must be more energetic and effective than ever before in enrolling, preparing, and graduating minorities.

Despite their vital contributions to the well-being and continued orderly development of our nation, 34 public colleges and universities prior to July, 1968, were receiving from the important private sector less than 1% of their current operating budgets.

Simply stated, the Office for the Advancement of Public Negro Colleges is charged with the responsibility of assisting the traditionally or predominantly black public colleges with heightening their visibility and increasing their share of private, voluntary financial and professional support. We seek to accomplish this responsibility in a variety of ways.

You might observe that we make much of the concept of increased visibility in a positive, wholesome context. This is very important, we think, for without recognition (visibility) there is little opportunity, if any, to compete meaningfully for needed support for programs.

Hardly any activity has been more effective in securing attention of publics which can provide needed support than the glaring, documentable statistics about the under-representation of minorities in professions today, or for that matter, in institutions of higher education. A few of the available statistics will illustrate the problem:

1. In the state of Georgia, where I live, there are approximately 100 black doctors of whom some 30 are practicing in the metropolitan Atlanta area. Thus, one finds about 20 minority physicians in the remaining 150 or so counties.
2. In the South today, of some 42,000 practicing lawyers, only about 420 are minority practitioners.
3. Despite the fact that minorities comprise some 12% of the total American population, in engineering they make up less than 3% of the profession and no more than 2% of the current enrollment in engineering curricula today.

4. Of the 32,000 Ph.D.'s produced last year, less than 1% were black. As a matter of fact, no more than 3,000 have been graduated in the last 100 years.
5. Journalism, marketing, accounting, advertising, banking, architecture, planning, government—all are among those areas of service which include few members of the minority group. Some have referred to the foregoing as the new statistics of neglect.

In any event, the foregoing statements and similar statistics suggest to an interested public the direction of program planning needed to respond to evolving societal opportunities for minorities.

A disproportionate number of minorities engaged in professional fields have originated from historically black institutions, and these institutions have the potential and the commitment to be even more productive with more defensible financial and professional support.

Some obvious elements of an ongoing program are:

1. *A continuous publications effort* which reports and interprets factual data on a recurring basis;

2. *Educational field trips for selected publics* provide an effective means for informing prospective supporters about the past productivity, potential and evolving commitments of educational institutions, departments within institutions, and even of individuals;

3. *The identification of institutions and of particular objectives and programs within those institutions* is an important phase of planning support programs and is a phase which requires substantial cooperation and careful judgment if desired funds are to be attracted;

4. *Generation of significant financial support* often results from meaningful cooperation with interested professionals committed to the alleviation or solution of manpower problems. The support program aids in developing or fostering student scholarships, internships, co-education programs, technical equipment gifts, loaned faculty, guest consultants, and lecturers for institutions which serve minorities substantially, basically the historically black colleges.

In the final analysis, one generalization seems clearly justified. Planning and securing funding for support programs is no simple task. Perseverance, aggressiveness, imaginativeness, and flexibility are necessary prerequisites for getting the job done. The potential reward, however, is worth every effort required.

THE HARD WORLD OF REALITY

Joseph Hudson

Our educational system as it exists today must be changed. It is not meeting the demands of our changing society. First, educators must admit that there is something wrong with the present system. The old system must be discarded and new educational systems established that are more diversified and designed to meet the needs of our changing society. Another problem that must be met in adapting these new systems concerns the procedures involved in switching from the present systems of education to the new ones.

Some of the realities of the new educational systems must include (a) educational opportunities for the entire family; curricula must be developed to encompass the adult segment of the community that needs re-training as knowledge and technology accelerate, (b) greater use of para-professionals, (c) greater cooperation with the business community in the areas of financing education and training, (d) the realization by educators of the political relationship of education and politics, (e) life-long education designed to re-train the individual as he progresses through various phases of his productive life.

How do educators leap from one system to the others? They must first extricate themselves from many of the philosophies and methods that are held as sacred. New concepts must be developed that will inculcate the every day living experiences of people in industry and all other areas of living and learning. Educational institutions must learn to bind, lobby, and bargain together for whatever state monies are available and not compete against each other. Institutions must also work together in setting standards for courses and accreditation rather than delegate this authority to state departments of education. The schools are going to have to "reach out" and get the parents more involved in the process of educating their children. Educators are going to have to educate legislators so that they will be more aware of the educational problems and needs of the citizenry. The legislators are going to have to be made aware of the impact of all of their actions upon the inter-relationships of education and the resolution of many of our societal problems.

WHAT HAPPENS TO A DREAM DEFERRED?

Bernadine Denning

In 1969, the Urban Program in Education was funded by the United States Office of Education. UPE was proposed and inititated by the University of Michigan as an experimental pilot program whose primary goal was to train local residents of the inner-city and return them to their communities as teachers in their own neighborhood schools. Partners with the University of Michigan in UPE were the Detroit Public Schools and the Community Policy Board.

Twenty-one women were selected to represent seven communities from inner-city Detroit. These women were chosen to participate as "New Careerists" in UPE. The participants were called New Careerists because at their ages (19-56) they were beginning new careers. They were all black with the exception of two. Their backgrounds varied greatly; their academic preparation ranged from graduation by high school equivalency to a few hours of college credit. Many had had some experience in their local schools as teachers' aides; all were from low-income inner-city residences.

It was theorized that the participants, being of life-styles similar to those of their students, would have a greater chance of success with the urban student. It was the hope of UPE that the graduates of the program would teach in their local school communities and serve as models for the students of their own neighborhoods. The program planners selected participants with the attitudes and understandings that they considered essential to make an urban teacher. The skills that the Careerists needed were supplied by the University of Michigan School of Education. UPE hoped to institutionize the selective process it developed.

The Careerists were under the supervision of an experienced teacher from the first year through the third year, and the directed-teaching experience in the fourth year consisted of a full day, five days a week in the Careerists' home schools.

The Careerists brought their experiences to the class room; the professors went into the communities of the participants and had many sessions with the Community Policy Board, and the Detroit Public Schools; thus the University of Michigan had an opportunity to join in a cooperative program. Nineteen of the twenty-one Careerists have received bachelor of arts or science degrees and teaching certificates. Most of the graduates have positions with the Detroit Public School system.

MULTI-CULTURED EDUCATION IS A FORCE FOR CHANGE

Gwendolyn C. Baker

Until recently, curricula in public schools of this country were designed by and for white middle-class Americans. Children of different ethnic backgrounds were not given the right or the freedom to learn about themselves or others.

Educators realize that the schools are the most appropriate institutions for educating the young for cultural pluralism. Multi-cultured education does not mean separate units or courses of study. It means, rather, an inclusion and integration of not only the achievements of various cultures but the influence of those cultures upon the total culture of our nation as well.

The teacher is the primary agent in the classroom learning situation and must be prepared to teach cultural diversity. Since teachers are the products of their own environments and education, the majority of them are not prepared in either the cognitive or affective domain to function effectively in the area of ethnic education. Teacher training institutions have the responsibility for planning curricula that will develop: (1) awareness and sensitivity, (2) philosophical orientation, (3) curriculum content, and (4) training courses that will provide multi-ethnic in-service experiences.

THE SPANISH SPEAKING STUDENT AND SUPPORT PROGRAMS

PRESENTATION BY:

Maria DeLeary, David Berlanga, and Arnold C. Vento
University of Michigan-Flint

The Challenge Program is a comprehensive program at the University of Michigan-Flint that is now in its fourth year. It provides counseling, tutoring, financial assistance, and a summer program for disadvantaged students. A very broad definition for disadvantaged students is used in the Challenge Program; thus the program accepts economically wealthy as well as poor students and, at the same time seeks an equal number of Black, Caucasian, Chicano, Indian, and Puerto Rican students.

The Program accepts 80 new students per year and is funded by the Charles C. Mott Foundation. Each student admitted to the Program is expected to spend the first two years of his or her college life in the program. The Program brings students in during the summer for an intensive reading-writing clinic and provides them with a stipend. Although students take a number of special courses and regular classes, the Program is not able to give them credit.

Recruitment is given a priority in the Challenge program. Counselors go into the high schools and contact high school counselors, teachers, and administrators who give them recommendations for students for the program. The counselors also visit churches and other community organizations that work with young people. Challenge usually turns away more students than it accepts.

The student is accepted into the program after personal interviews by the counselors who are interested in the prospective student's past performance and motivational level. The Chicano student of Challenge usually comes from a migrant family of little or no formal education whose members are usually successfully employed in industry and see no need for a college education.

Lack of communication skills is found to be prevalent in most special program students.

The Chicano student brings with him very few skills in written and oral communication. He is hampered by inadequate preparation in basic English skills in high school and suffers linguistic interference. He comes from an environment where two languages are used; sometimes neither language dominates, and the studetn communicates in a mixture of the two languages—one language compensating for the lack of communication skills in the other. The result is a student who knows two languages but is not proficient in either.

THE ROLE & PHILOSOPHY OF THE UNIVERSITY IN RELATION TO INTERDISCIPLINARY PROGRAMS IN HIGHER EDUCATION

Arnold C. Vento

It could be said that the most tragic failure in American society is the myopic mono-cultural white middle class interpretation of laws, social habits, and cultural values. Nothing can be more tragic than the failure to recognize and respect human differences in other cultures.

The Anglo-American has developed a dogma of the survival of the strongest, a struggle for existence and a legitimate struggle between men. Utilitarianism and material slavery brought forth an equality of the mediocre. The egoism of Nietzsche was to be found in the American "Ubermensch." It was a negation of Art and Culture.

What has Public Education done to rectify these inequities? Unfortunately, American Public Education has merely followed the mono-cultural, mono-linqual, white, middle-class model that American society has perpetrated. Chicanos are not melting into any pot, nor will they ever. How can anyone be so naive as to think of Chicanos in the same vein as the Polish, Irish or Germans? Yet, American education has created a very efficient "push-out" rate and has kept Chicanos with a deplorable 7-1 years of total education. How many of

these indigenous Americans will have an opportunity for a college education? With the "push-out" rate of 85%, not very many.

One might ask at this point—what is wrong with the present structure of the traditional university? The answer is simple—basically what is wrong with society. One of the problems is overspecialization, which causes the myopic mentality so familiar among educators today. The curriculum is so fragmented that in the end it is quatitative measure and accumulation that earns the sheepskin. The problem is serious since professors cannot interrelate beyond their own specialized disciplines. Interdisciplinary studies like Me-Chicano studies at the University of Mich-Flint provide a bridge that fills that educational gap. Since it pervades all disciplines, it attempts to interrelate all branches of knowledge.

Interdisciplinary Programs cannot afford to isolate themselves. There is no more certain and expedient way to failure. Ethnic programs should not be designed solely for the ethnic group but for the non-ethnic majority as well. The problem is not with the minorities but with the uninformed majority who, likewise, are victims of American education.

The University, nonetheless, is the last hop for society and change. The molding of minds is indeed an important task. The University has a clear responsibility to the people and the community. It must be flexible, innovative, and, above all, democratic. It must create new programs, departments, and degrees and not allow itself to collect dust in our changing times. Relevant Education does not refer only to Education for today but for tomorrow as well. Universities need not segregation but integration of disciplines. Universities need to broaden, not to narrow, the minds. It is the only way that educators can acquire a true perspective of man and society.

SUPPORT PROGRAMS AS A PUBLIC INTEREST

Norman Johnson

Emerging programs and support programs are in the public interest, and they must succeed or the alternative is the continuation of the two public welfare systems that are presently operative in society: the U.S. prison system for males and the public welfare system for females. If students are not to confront either public welfare or the prison system, then emerging programs must start with a framework of design that will work toward the elimination of this dilemma.

Program managers must concern themselves with the public's interest in terms of its needs and of how the students who are the products of these programs meet the needs of the public. Managers must know the shortages that exist on the state and national levels, as well as in their own local areas. Junior colleges, colleges, and universities cannot just "sit on the hill" and ignore these responsibilities; however, junior colleges and colleges are more responsive to the immediate needs of student and society than are their "big sisters," the universities. The major concern of the managers of special programs has been graduation. How a student graduates determines the validity of a student's application and whether that student can get a job. But, "Did the student graduate?" is not really as important as "Can the student get a job?" The honest manager must be concerned about this problem because the students are concerned about it.

What do we want a program to do? What concepts and framework will one use to design these programs? The basis frame work for setting up special programs must start from the proposition of differences which admists that the educational system as currently operating was not designed or intended for the constituent population of special programs.

Some differences relevant in the development of special programs that differ from the findings of the Coleman report are:

(a) teacher-pupil ratio is not important to whites, but very important to blacks;
(b) the teacher makes a difference to black students;
(c) this report probably did not have minority representation in its sampling; and
(d) differences exist in the nature of the nuclear family model of blacks and whites.

A plausible explanation might be the individual socialization process which is fundamental to the development of self-concept. This does not imply that one set of self-concepts is better than another, but that differences do exist.

A program must be structured that will put people in relative comparative positions to compete for a scarce number of jobs. The program ought to modify conflicts in the environment of the students; it should modify conflicts for different groups without destroying the differences of the groups. At the conflict level, one must recognize those conflicts that can be controlled and those that cannot be controlled. One conflict that should not be tampered with is the conflict that occurs in the classroom.

Conflict in the classroom is an expression of differences. Differences build a conflict which leads to a "new rules" structure evolving out of special programs and causing the university to adopt "new rules" and initiate new policies in curricula, admissions and suspension policies, and inter-university interface programs. Many viable options developed by special programs have become a permanent part of the regular university system.

Emerging programs should identify those conflicts that they can do something about and then do it. They should identify the conflicts which they can insist something be done about and insist that something be done. They should identify the conflicts which they can do nothing about and assess the harm that these conflicts can bring to the constituents of special programs.

The kind of person who is chosen as a project director should be determined by the demands made by each individual university upon the director, especially in the areas of the director's academic and specialized training, and the university's method of evaluating the effectiveness of the project director and the program. The method of evaluation used by the university—teaching, service contribution, publication, research—should determine the academic discipline that would be most concomitent with the university's expressed desired results. A project director must know what his university demands, and he must collect and analyze data and publish reports. If a record of publication is the criteria at a university, the project director must research and publish to keep his program alive. Retention of special programs, tenure, and staff promotion are dependent upon whether the program director and staff meet the evaluative criteria of the university.

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WOMEN'S STUDIES AND CONTINUING EDUCATION

Sheila Ruth

At Southern Illinois University at Edwardsville we are in the process of building a Women's Studies Program which we hope to have functioning in the Spring of 1975. Women's Studies is a new, eclectic, academic discipline or focus which has as its purpose the in-depth investigation and exploration of all of the facets of women's place (or absence!) in the human condition: in politics, in history, in society, in the economy, or in their private intra- and interpersonal worlds.

Women's Studies courses have developed very rapidly across the country, numbering two or three in 1970 but expanding to literally thousands in 1973. Today about 500 colleges and universities offer women's studies courses, minors, majors, and even Masters. Courses in such curricula range from "Literature by Women" to "Women and Marxism," to "Women and Witchcraft." Their treatment is diversified from project-oriented political activity to highly traditional reading/lecture situations.

The development of Continuing Education programs for women as part of Women's Studies is growing more common as women's programs become stronger, better understood and accepted, and better supported financially.

Today's call for the re-examination of women's lives encourages changed lifestyles, new habits and perceptions that are more fulfilling, more satisfying, and better suited to the modern age. It prompts women to learn about themselves, exchanging reality for myth, freedom for oppression, and self-esteem, initiative, and transcendence for passivity. It is reasonable that a women-oriented, women-defined unit with broad ranges of understanding and services should be available to women when they take the call seriously and return to the university after years of absence. Such a women's unit comprehends that the returning female student has special needs, concerns, skills, and problems that set her apart from the younger student and even from the older returning male student. The greatest percentage of returning students are female.

These students are women who dropped out of school in their early twenties to marry, raise families, and meet the role expectancies for "proper" wives; they are women who, having supported husbands through school, find themselves without direction or interest after their children have grown and their husbands have "reached their prime" and are intellectually engaged elsewhere; they are divorcees suddenly on their own without sufficient income, confidence, or social interchange; they are third-world women developing awareness and committed to changing their conditions; they are alert, intelligent, dissatisfied women freed from truncated aspirations by the insights and arguments of the Women's Movement.

Most of these women have spent a lifetime being convinced that they had not the brains nor the character to cope with the rigors of serious education or professional training. They have spent a lifetime being taught their "primary" roles as women (sexual companions), wives (housekeepers, entertainers) and child rearers—the traditional kinder, kuche, and kirche. They believe, too, and with some reason, that even if they finish their education, they may not be able to use it.

Unlike the returning male student, the returning female is apt to experience an extra set of personal and family pressures. Typically, when a husband or

father decides to return to school, his efforts are greeted with praise, enthusiasm, anticipation of better income or higher status.

Often, the "mature female" student isn't even taken seriously by the educational system. She finds it harder, for example, to obtain financial aid than does the younger or even the older male student. Bearing the twin burden of being both female and older, she sometimes finds herself being condescended to by faculty.

In addition to this, she is unaware of the excellent gifts she has to offer—a fund of experience the younger student cannot hope to match, serious commitment and motivation they rarely match.

Women's Studies Continuing Education Programs are not indoctrination units to entice returning women into Women's Studies majors. In fact, they more typically encourage them to move into all kinds of majors and disciplines, many of them heretofore denied them. What they can and do offer is an agency uniquely aware and supportive of the needs of older women, an agency self-consciously committed to the rights of all women to self-actualization, political efficacy, economic independence, and the education that may help to bring it about.

In a broad sense, the need today is for early identification of talent, relevant and enabling compensatory educational programs, more flexible admissions approaches, institutional alternatives and experimental programs, innovative curricula, opportunities for student participation in decision-making, large-scale financial support for students and institutions, careful advisory and counseling services, new student recruitment efforts, and new directions in the extracurriculum.

— Willis E. Dugan

THE CHANGING ROLE OF THE DEAN OF WOMEN IN HIGHER EDUCATION

Mary A. Bruemmer

It may well be that many of you think that Deans of Women have joined the ranks of the Dodo Bird in the pages of history . . . but I am inclined to hope that we may be more like the Phoenix, which rose again from its own ashes to a more useful and beautiful existence.

Institutions of post-secondary education have dropped the title of Dean of Women; one of the reasons is financial. Financially troubled colleges and universities found it very convenient to slash the budgets of student personnel departments as they attempted to balance the red-ink accounts. In many in-

stances, Deans of Men and Deans of Women were eliminated, leaving a Dean of Students in charge—and the Dean was usually a *male*! A second reason is the change in the role of the Dean of Women.

As late as 1968 I can remember describing the role of the Dean of Women as symbolic of the institution's societal values and its commitment to something called "morality." She was supposed to be the protagonist for women students where policy, planning, and operation were concerned. She was assumed to be responsible for the welfare of the women on campus—their housing, their manners, their safety, their dress, AND their discipline. With the new freedoms, open hours, co-ed housing, and the other social changes which have taken place since 1970, the traditional role of the Dean of Women seems to have vanished.

Some former Deans of Women found new and exciting roles for themselves in education, many of them in continuing education; others challenged their male counterparts for student personnel or student services positions. Some, like myself, have a dual title—mine happens to be Assistant Vice-President for Student Development/Dean of Women. I work with both men and women, but retain the title of Dean of Women as a testimony that our institution recognizes that some major administrator should be visibly concerned about women and their special problems.

What is that woman administrator's responsibility to the MATURE STUDENT we are talking about in our panel today? How does a Dean of Women join the "total support" team to make the academic community a hospitable place for the development of the full range of talent of the women who are coming to college with a background different from that of the 17- and 18-year olds? I can see seven ways in which I personally would like to become involved and thus be available to these "new" students:

(1) Deans must become advocates for the NEWcomers to the academic community—the mature women. She must do all she can to inform and sensitize the faculty about their special needs.

(2) She should encourage, foster, even conduct, research into the special needs of these women.

(3) She must push for equal opportunity for women in admissions, in financial aid, and in opportunities for graduate and professional study.

(4) She should foster the establishment and staffing of day care centers for those mothers of pre-school children who want to go to college.

(5) She should be aware of the frustrations and special problems confronting these mature students.

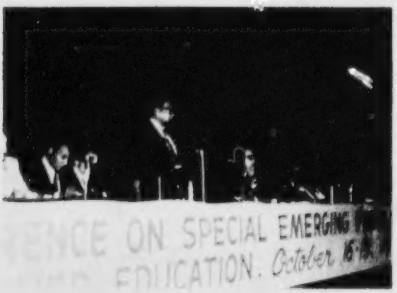
(6) She should try to provide opportunities fro the 17- and 18-year old students to meet, to talk with, and to exchange ideas with the new students who are mothers and grandmothers as an ideal way to enrich the lives of both groups and to bolster the ambitions and motivation of each.

(7) Finally, she serves as a visible sign to students that educational institutions really believe in the academic viability of women.

The changing and changed academic world mirrors the societal changes happening all around us. Deans of Women no longer have to worry about such things as how far the doors are to be left open during visiting hours in the dorm; they are trying to open new doors for a new kind of woman student. They are concerned less about supporting the cause of AWS than they are about supporting with their resources the needs of the mature women on their compuses. This

PROGRAMS
19, 1973

CONFERENCE ON SPECIAL


ON SPECIAL EMERGING
EDUCATION. October

24

Dean of Women, in particular, would like to make OUR campus a welcoming and hospitable place in which to fulfill a dream.

THE NATIONAL CENTER FOR THE STUDY OF THE BLACK FAMILY
Ann Grant

The Atlanta University Center is composed of Morehouse College, Spellman College, Clark College, and Norris Brown College; all of these are undergraduate colleges whose students after the freshman year in one of these institutions may enroll in any course in any other college in the Center and receive equal credit for any course throughout the complex. Each college is autonomous, yet the resources of each of these colleges are available to all of the colleges within the Center. Atlanta University offers the graduate level work for the entire Center. The Center also has a tangential relationship with the Interdenominational Theology Center.

The history of the Atlanta University Center reflects the cooperative and reciprocal ideas of "interface," a peculiar "unity of town and gown" in Atlanta. The schools of Atlanta University Center were initially concerned with basic literacy. In fulfilling this goal, they became increasingly similar to their white counterparts and thus, having succeeded, created a black middle class. The young black intellectual developed an alienation to what he perceived as being an indifferent older middle class polarized from the average black citizen. To avoid an intolerable gulf between the colleges and the community, the educational leadership of the Center developed an educational circular that was designed to meet the needs of all black people rather than a select social class. An extension of this idea is found in the following proposed special programs in higher education.

PROPOSAL FOR MOREHOUSE COLLEGE MEDICAL SCHOOL
Thomas Norris

Dr. Thomas Norris, department of biology, Morehouse College, proposes the establishment of a medical school at Morehouse College. Morehouse College will teach the basic science courses and affiliate with several degree granting medical institutions for the completion of the advanced years of study. Dr. Norris will "interface" this program with other schools as well as the medical schools, (i.e., sociology, psychology, and the humanities) to create a type of physician different from the specialist that is being produced today.

Dr. Norris envisioned a curriculum that will expose future doctors to the fields of economics, politics, sociology, psychology, and health care in the United States. He hopes to see doctors who are concerned with the problems of the community as well as individual pathologies; he will also design a curriculum that will orient the black student to the world of medicine. Thirty-four percent of the medical students in the country are from families whose mothers or fathers are physicians or dentists. Since only 7% of the physicians and dentists in the United States are black, black physicians would have to be used to establish role-models for black medical students. Six to eight black physicians in Atlanta are ready to assume the role of models as well as the role of teachers for future black doctors.

The need for black doctors in Georgia is acute. Statistics show that there is one black doctor for 11,500 black persons in the state. The problem of establishing a medical college at Morehouse focuses upon money and the selection of the black student who can meet the demands of the curriculum. The degree-granting, predominantly white medical colleges, as well as the state officials, are ready to cooperate.

PROPOSAL FOR NATURAL BLACK FAMILY STUDY CENTER

Ida Rousseau

What is the plight of the whole balck family? What can be done about it? Dr. Ida Rousseau proposes the establishment of a "National Center for the Study of Black Family Life."

Family life in the United States is in trouble, but the black family is so deeply in trouble that it needs national attention. The black family has been researched in a fragmented and unsystematic manner, and then interpreted *in vacuuo* by detached social scientists who hasten to conclude that a breakdown exists in black family life. The number of black families that are unable to cope with this age of complexities is large enough to cause concern.

A valid analysis of black family life can be accomplished only in a setting which has complete and unbiased informational resources available. Adequate therepeutic action can be initiated only when problem areas have been well-defined in adherence to the rigors of the scientific method. Such action must be formulated to capitalize on revealed weaknesses. Neither of these tasks will be successfully completed without the direct involvement of the families concerned.

In addition to the involvement of the families concerned, there must be an involvement of students of social sciences and education. Because of the increasing rate of change in the American social order, new directions in social sciences research and practice require the involvement of the present generation of researchers, practioners, and educators. Through assessment, analysis, evaluation, and projection, the student actively involved in the structure and content of his own program of studies will be better prepared to leave school and go out to work, in whatever capacity, for the betterment of a larger community.

A national center is needed to study black family life in the areas of research, education, and social practice. The planning will be directed towards these initial objectives and others will become apparent as the research continues: (1) to stimulate the interest of scholars and of researchers in the economic, political, social, psychological, historical, and dynamics of black family life; (2) to serve as a clearinghouse for disseminating information, ideas and resources for students, scholars, and agencies and institutions; (3) to serve as a research center where scholars can interact with subjects and where there is cooperation in disseminating information and in giving insight; (4) to be an initiating force in the development of policy and programs designed to enhance family life; (5) to provide seminars where families can participate in teaching-learning processes and enhance their understanding of both problems and successes; (6) to provide the opportunity for families in need of services to participate in the delivery of services and ultimately to improve relations between family service agencies and clients; (7) to provide students the opportunity for direct observation of black

family life in both coping and non-coping families; (8) to stimulate students to explore the possibilities of redirecting the cultural orientation and evaluation of skilled crafts, tying this in with traditional elementary secondary school instruction; (9) to develop on-going programs consisting of conferences, short courses, workshops, seminars, and the like to inform community residents as well as to train, refresh, and extend the training of para-professionals and professionals.

U.S. OFFICE OF EDUCATION – FUNDING

Winifred Stone

The concept that a higher education is a privilege that some fortunate citizens might attain is slowly giving way to the idea that higher education is a right to which all citizens must have access. How have the special programs in higher education helped to accelerate this philosophy? How will special programs be funded in the years to come? This latter question strikes to the very heart of the problem.

In 1964, a handful of esperimental programs were funded around the country. The programs developed the guidelines for the Upward Bound Program and later the Talent Search and Special Services Programs that developed as supplemental and continuing programs to the pilot program, Upward Bound. These programs were developed on the rationale that they provided specific services at critical times to help a special kind of student gain admission to colleges and universities, and also to successfully graduate these students. Most educational institutions were unprepared and insensitive to the needs of these students. Many students did not remain in the system long enough to receive a degree.

Psychological, financial, and academic assistance was needed to provide the types of services that would optimize the chances of success for many students. Most educational institutions assumed a traditional stance and were not inclined to reallocate or redistribute their internal funds to provide these services. Although many of the traditional and non-traditional institutions have special programs on their campuses, these programs have an adjunctive relationship to the traditional schools and departments and, in most cases, are not accepted as integral parts of the university structure.

Proposal writing for funding of special programs, due to tighter money, is more competitive than ever. Proposal guidelines must include systems approaches to management and evaluation; the key word is "accountability." It will no longer be enough to state what the program is doing for a student, but program directors must know how it is being done. Program directors and writers, in meeting the demands of changing trends, must continue to maintain some control over their programs by helping to develop the criteria for program evaluation, which is more process-oriented than in prior years. Most programs in past years were evaluated by their attrition rates. Future programs must also contain a systematized design that manages the process of learning, feedback, and the product as well. Caution must be used in responding to these new demands; program directors have a tendency, whenever a directive comes from Washington, to over-respond in an attempt to create an "ideal" model. Any one model will probably be inappropriate as a universal model for special programs in general, due to the uniqueness of each program.

Special programs are going to be part of the higher education scene for 10 to 15 more years. Many programs will change because of budgetary restrictions;

some will become more sophisticated in their planning and implementation; others will be partly or wholly co-opted by a school or department within the university. Special programs must form new alliances with private, public, and non-profit agencies. Since the future of federal funds is uncertain, program directors must be more aware of the state-wide functions of coordinating and planning boards of higher education, and they must inform these state education committees of the services and results of special programs, their monetary needs, and their contribution to the objectives of universal education for all students.

UNIVERSITY OF ILLINOIS (CHAMPAIGN–URBANA–CHICAGO) SUPPORT PROGRAM IN LABOR EXTENSION

Allen Harrison

Support Programs in labor education are quite widespread in the United States. The University of Illinois presents one such program. This presentation on specific program aspects will be limited to the University of Illinois. However, since there is considerable similarity among the various state universities conducting these programs, a discussion of the University of Illinois activity should serve as both a fair example and a reasonable point of departure for a discussion on support programs in labor education.

The University of Illinois program in labor-management extension is part of the University of Illinois Institute of Labor and Industrial Relations and the Office of Continuing Education and Public Service. Its main purpose is to provide training in labor relations and personnel management to adults who have responsibilities in these fields. Typically, those who attend the courses are union stewards, officers, business agents or staff representatives, and foremen, plant superintendents and personnel managers. The instruction is not for college credit and takes two basic forms—eight to sixteen sessions of two hours per week in the locality of the union or the company represented; or one-to-five day conferences held at the Champaign or Chicago campuses or at the localities of the interested parties.

The major emphasis of the courses is directed toward assisting the students in their day to day union or management activities. Examples of typical course areas would be the following: (1) Grievance Handling, (2) Collective Bargaining, (3) Human Relations in the Plant, (4) Motivating Managers, (5) Labor Law, (6) Communication.

Extension programs for particular categories of adults are about a hundred years old at the University of Illinois. A fundamental reason for establishing land grant colleges was to provide extension assistance to farmers. Extension programs designed specifically for labor unions at the University of Illinois began formally only in 1947, although the College of Commerce had done extension work with management groups for many years. It appeared appropriate to establish in an industrial state's primary public university a department devoted to research, on-campus graduate instruction, and extension work in the field of labor-management relations.

Several unique contributions have been made by this program:

1. In the field of union training, many union members have been given tools and assistance they could not have received from any other educational institution in the state, except for Roosevelt University in Chicago.

2. In the field of management training, the contribution is less unique since there are countless educational institutions that contribute in this area, and certain professional societies, associations, and employers themselves provide such training.
3. An opportunity has been provided for both union leaders and management, jointly and separately, to discuss their labor relations problems in a more objective and less emotional atmosphere.
4. The program has grown to have highly developed programs in such specific areas as "labor arbitration" and, more recently, the "Occupational Safety and Health Act of 1970" that only an institution with unique resources could provide.

Junior colleges have the greatest potential for adult education in labor-management relations since they are geographically close to many concentrations of organized labor and industrial management. Management views them as a source of a more highly trained work force and as an opportunity to upgrade the quality of their present employees. Given these positive factors, it is hoped that the junior colleges will embark on programs in the field of labor relations specifically designed for adults who are already engaged in the field; the University of Illinois looks forward to extending a cooperative hand whenever a junior college desires assistance.

The University in Transition

This is so because the three aspects of knowledge have their institutional reflections in the three missions of the university: the acquisition of knowledge is the mission of research; the transmission of knowledge is the mission of teaching; and the application of knowledge is the mission of public service.

— James Alfred Perkins

THE NATIONAL ENDOWMENT

Roger Rosenblatt

The National Endowment for the Hunamities is an independent federal agency whose purpose is to serve all areas and levels of humanistic study in the United States. The Endowment came into being on September 29, 1965, when it was authorized by Congress in response to an increased awareness on the parts of educators, legislators, and the general public that the humanities, and the arts, needed sustained and widespread federal support.

In the act of Congress that established the Endowment, the term "humanities" is defined as including, "but not limited to, language, both modern and classical; linguistics, literature; history; jurisprudence; philosophy; archaeology; comparative religion; ethics; the history, criticism, theory, and practice of the arts; and the study and application of the humanities to the human environment with

particular attention to the relevance of the humanities to the current conditions of national life."

During the period 1968-71, many schools, colleges, and universities abandoned their required programs in the liberal arts in pursuit of broad experimentation and intellectual freedom and invention on the parts of students. Some of these ventures flourished. Others failed seriously, and some institutions are now attempting to rebuild traditional curricula and enhance traditional courses, such as those in foreign languages. The improvement of traditional course work is as much a part of the Division's concern as the encouragement of totally new enterprises. There is not contradiction, nor can there be, in wishing to see the humanities take hold in a variety of ways and places.

The Division of Education Programs wishes to support what may be determined to be the most interesting and practicable programs in humanities education. If such programs be innovative, their excitement derives from the newness of the ventures and the promise of their becoming established and known. If such programs be traditional, their excitement derives from their confirmed potential for excellence. The Division encourages both types of proposals equally, under the assumption that the uses of the imagination are no more limited to innovation than are conventional sense and sound judgment to tradition.

As for the social sciences, the Endowment is authorized to support social science projects that have humanistic aspects. In general, this means interdisciplinary ventures involving social science projects that employ the methods or share the concerns of the humanities. The Division of Education Programs welcomes proposals for such projects. However, the purpose of the Endowment is to promote knowledge and understanding. It does not, therefore, support programs of social action, and those applicants seeking support for such programs should consult other appropriate federal agencies.

THE STATE BASED PROGRAM OF THE NATIONAL ENDOWMENT FOR THE HUMANITIES

Signe Dodge

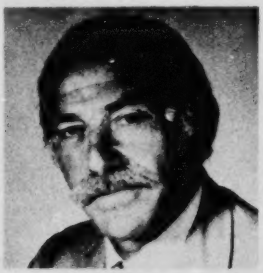
In nearly all of the States, the Endowment has established an experimental, invitational program to test the ways in which existing organizations and agencies can work together to sponsor and financially support public programs in the humanities. Such programs are conducted on a state-wide basis, with content rooted in important issues and aspects of public life in the state, employing a variety of programmatic approaches. The prime objective of the State-Based Program is to provide a state-wide focus for the humanities, generating dialogue between professional humanists and the general public, and giving coherence to programs and events by which the humanities are projected into public awareness and public service.

The adult clientele for continuing education is today the largest, the wealthiest and already the best educated in our history.

– Jerome M. Ziegler

Thus, there is practically no field that has not grown and prospered from the dynamic interrelations that now exist within the university, on the one hand, and between the university and public and private agencies on the other. The university and the other institutions of society—including the corporation, the farm, the cultural center, and the government agency—have now been joined together by a new kind of blood stream, made up of the ideas, the trained intelligence, and the manpower which provide the driving energy for our society.

—James Alfred Perkins



What should we do about the global crises that threaten our environment or the crucial need for creative roles for all of our citizens? We as individual professors or as citizens do not have a common understanding of these problems, nor do we have the tools with which we can learn and teach about the world we live in. In our fragmented universities we must develop new networks of collaboration and communication and create new communities dedicated to problem-solving not only as research activities but as part of the educational process.

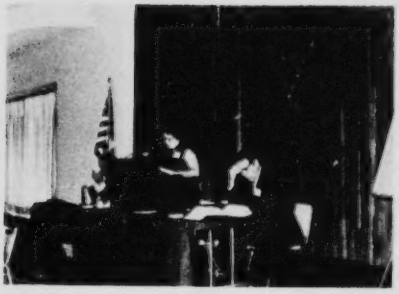
— Daniel Alpert

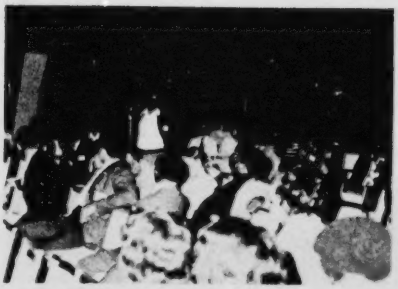
SUMMARY COMMENTS ON ENVIRONMENTAL STUDIES PROGRAM

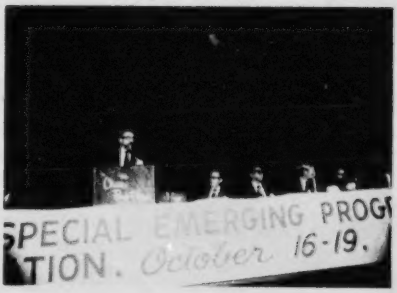
Christopher E. Barthel, Jr.

Dr. Jason, Distinguished Guests, Ladies, and Gentlemen:

In the opening session of this Conference Dr. Jason discussed points of similarity of the three programs covered by the First Annual Conference on Special Emerging Programs in Higher Education. The three general-session keynote speakers substantiated this similarity. Broadly and generally, higher education has failed to recognize the revolutionary changes in our society of recent years and to adapt its organization and programs to accommodate the change. Traditional disciplinary education, which has served mankind extremely well for






SPECIAL EMERGING PROGR
TION. October 16-19.

decades, continues without appreciable modification in spite of many clear indications of need for interdisciplinary, problem-focused education, strong interaction between higher education and the communities which they serve, and the use of non-academic personnel in the education process. Academia has resisted adaptation to meet the needs of social change because of organizational and budgetary inflexibility, of adherence to the principles of specialization, of lack of clear goals, objectives, and plans to accommodate change, and of inability to develop adequate administrative procedures and reward systems for cross-disciplinary functions. Innovative programs have been introduced into the higher education systems, but most are struggling for viability.

The first (Wednesday afternoon, October 18, 1973) session of the Environmental Studies Program was concerned with patterns of environmental education. The three principal papers provided (1) an overview of environmental education in the United States, (2) university organization for environmental education, and (3) major issues in environmental education. These papers reported striking progress in interdisciplinary approaches and a high order of student interest and enthusiasm, but they also expressed concern about the high cost of interdisciplinary education, the inadequacy of reward systems, and, most importantly, proper integration of interdisciplinary programs in the university systems.

Environmental education extends from kindergarten through post-doctoral levels. Two innovative undergraduate-level programs, at the University of Wisconsin at Green Bay and at Governors State University, and a master's-level program at Miami University were discussed.

The second session (Thursday morning, October 19) considered the interaction of environmental education with the community. Speakers from a voluntary organization, from government, and from industry strongly urged more involvement of the universities in practical environmental matters. University representatives responded that they felt that faculties wanted to be involved and that many wished for invitations to participate in community affairs. Certainly more university initiative is in order, and community service must be recognized by the universities as an important, time-consuming function of a faculty member.

The prime thrust of the final (Friday morning, October 20) session was support of environmental education. In spite of the Federal Government's cry for education reform and for innovative programs, and a widely recorded expression of need for interdisciplinary, problem-focused education operating in the "real world," there has been little funding available for classroom activities. Funding has been primarily for research, as exemplified by the National Science Foundation RANN Program. As yet, there has been little recognition of and support for the interaction of faculty members and students from different disciplines, a time-consuming interaction that is vital to interdisciplinary education.

The Environmental Studies keynote speaker, Dr. Alpert, eloquently stressed the need for augmenting traditional specialty education with meaningful interdisciplinary education, the disciplinary specialist with the interdisciplinary man. He, and other speakers, described how successful interdisciplinary environmental programs and institutions had grown through the dedication, enthusiasm, and perseverance of an individual or a small group of individuals. It is clear that there are a number of excellent, responsive environmental studies programs at all levels of education. It is not at all clear, however, that any program is viable. It is my

opinion that the time has come for wide-scale recognition of the need for interdisciplinary, problem-focused, community-related education and for large-scale support for such activity in the universities. Such education cannot and should not replace traditional disciplinary study, but should be recognized as an essential added function for the universities.

Certainly the present need for capability for the solution of complex societal problems, including environmental problems, is as great as was the need for capability in science in the late 1950's. If this is so, then proper goals, objectives, plans, and priorities must be established by our society for assuring the viability and strengthening and extension of the existing interdisciplinary environmental education programs in some of our universities—and for encouraging new and exciting programs in other universities.

Finally, I am certain that I speak for all participants in thanking SIU-Edwardsville for designing and conducting an innovative Conference. I must also thank the contributors to and participants in our Environmental Studies Program.

STATUS OF ENVIRONMENTAL EDUCATION FOR TEACHERS AND FUTURE CITIZENS

Robert Roth

Few teacher education institutions are developing innovative programs in environmental education, though about 25-30% of 400 sampled four-year institutions indicate some course offerings. Similarly, certification in environmental education exists in only one state at the secondary level, Wisconsin. Three states indicate a separate course for elementary teachers and two a course for secondary teachers, while five states indicate interest in developing a "supplemental" or "minor area." Workshops and special courses are offered by many institutions.

Many materials exist in both print and non-print form but most are weak in social science and humanities concepts and few are oriented toward urban situations.

Ohio's status is in doubt. While eight publications are in process and 16 workshops reaching 1000 teachers have been held, there is no money in the State budget allocated to follow-up the workshops or to reach the remaining 109,000 teachers in the state.

If environmental education "cannot wait," and if we are to achieve environmental literacy, I then ask: "Where is the support to back up these noble phrases?"

UNIVERSITY ORGANIZATION FOR ENVIRONMENTAL EDUCATION

John E. Ross

In 1969 a Congressional Committee identified 106 Environmental Science Centers among 1,300 accredited colleges and universities in the U.S. The Land Grant College Association reported 62 units established in 1971 and an additional 98 in 1972. There probably is no national accounting of the exact number

of such units in American universities, but it is clear that the number of units has grown rapidly. Perhpas more important, there is no uniformity in organization or function. The units range from specialized centers within professional departments to pan-collegial institutes to newly-created colleges. The commonality appears to be a trend toward new forms of organization to address problems of society not being addressed in the departments and disciplines, specifically a growing awareness of environmental issues.

Groups in universities that embark on this development are beset with a series of common issues and problems including development of (1) a coherent theme or series of paradigms which can focus the work, (2) rigor and quality, (3) a sense of "application" of research and analysis, (4) a structure of legitimacy and stature within the University hierarchy, (5) competent instructors and researchers in the interdisciplinary mode, (6) meaningful course content and research plans, (7) rules and regulations for staffing and qualitative review, and (8) secure and continuing funding.

These are inherently difficult because of the essentially categorical organization of universities. Environmental problems don't categorize according to the historic disciplines. It should be remembered that interdisciplinary studies are what the word says—inter-disciplinary—and must rely on inputs of disciplinary competence.

ISSUES IN ENVIRONMENTAL EDUCATION

Christopher E. Barthel, Jr., and John L. Thompson

Environmental education in the universities is of a widely varying nature, extending from single environmental or ecology courses to truly interdisciplinary education stressing the solution of complex real-world environmental problems involving complete campuses or institutes. The latter type is essential to training for the protection of the human environment.

Such education must be quite different from the disciplinary specialization of the past. It requires close interaction of many diverse departments and their faculties, of faculty and students, and of students with different interests. The principal issues are the development of a climate for such interaction within the traditional academic structure and within prevailing academic attitudes, and financial support for proper interaction.

Classroom experiences must impress upon the students that there is no unique solution to an environmental problem and that side effects of solutions can be as severe as the initial problem. Practical environmental education must operate in partnership with governmental, community, industrial, professional, and research institutions. Such partnership demands time, and the understanding of university leaders (and of state legislators) of time and costs involved.

The disciplinary education of the past has brought many benefits to our society, but it must be intermeshed with a means for molding the disciplines in facing today's problems. The highly enthusiastic response of students and non-university organizations in which they pursue internship, practicum, or thesis assignments, is proper incentive for a major nationwide thrust in truly interdisciplinary environmental education.

ECOLOGY EDUCATION IN THE ELEMENTARY SCHOOLS

Jim Comer

In the past teachers in elementary schools have taught science facts and hoped the children would learn a little about ecology. What is suggested in this paper is that ecology be taught to children using all of the traditional disciplines and changing the focus. Two models suggested by others are used to illustrate how this might be done. Terry (1971)[1] suggests a useful division of subject matter. He suggests that subject matter be taught in terms of the skills it helps build in students. He divides these skills into three classifications: observers, which would include subject matter traditionally taught as science and social science; interpreters, which include academic skills and fine arts; and users, which include vocational education, physical education and health education.

Commoner (1971)[2] suggests an approach centered around four laws or generalizations which seem admirably suited for use at the elementary school level: (1) everything is connected to everything else; (2) everything must go somewhere; (3) nature knows best; and (4) there is no such thing as a free lunch. Teachers could use science as a starting place but would use the science knowledge acquired by children in relationship to the four "laws" mentioned above.

It is true that information about ecology is sometimes adequately taught by teachers using traditional curricula. However, in the recent past, substantive changes have occurred where subject matter content has been renamed and rearranged. Where this occurred, the public schools engaged in massive curriculum revision and the development of in-service education programs. The result was a considerable change in the education children received. If we are to begin to change the knowledge and attitudes of children about the earth and their place in it, a different approach is needed.

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[1]Mark Terry, *Teaching for Survival*, New York: Ballatine Books, 1971.

[2]Barry Commoner, *The Closing Circle*, New York: Alfred A. Knopf, 1971.

THE UNIVERSITY OF WISCONSIN-GREEN BAY: ONE MODEL IN ENVIRONMENTAL EDUCATION

John R. Beaton

At the University of Wisconsin-Green Bay, "Man in His Environment" is the theme which permeates all undergraduate academic programs. What we are engaged in broadly is problem-focused education with a strong emphasis on social consciousness. UWGB has been called a communiversity—a socially responsible university relating to a socially responsible community. Community persons teach in classes, serve on panels, and serve on advisory committees; students undertake problem-solving activities for academic credit in the community. Reflecting the overall focus, UWGB is organized around four Theme Colleges. The College of Environmental Sciences emphasizes problems of the physical and natural environments; the College of Human Biology emphasizes human adaptability; the College of Community Sciences focuses upon processes by which man relates to his social environment; the College of Creative Communication focuses upon human identity. A School of Professional Studies complements

college programs by offering opportunities for professional application. Within this general structure are twelve interdisciplinary Concentrations (majors), each staffed by faculty of different disciplines but with a common environmental interest. Disciplinary co-major programs are also offered but only in conjunction with the interdisciplinary environmental Concentration. UWGB is only one of several possible models for environmental education.

A DIFFERENT KIND OF HIGHER EDUCATION IN SCIENCE: A COLLEGE OF ENVIRONMENTAL AND APPLIED SCIENCES

Ted F. Andrews and Peter Fenner

The College of Environmental and Applied Sciences (CEAS), Governors State University, offers the B.A. and M.A. in Environmental Science. The College has no departments. The interdisciplinary, competency-based curriculum is organized into three instructional programs: Science, Science Teaching, and Health Science. Each instructional program encompasses areas of emphasis, e.g., Science includes interdisciplinary science, environmental technology, and human ecology; Science Teaching includes elementary, junior high, high school, and junior college teaching; Health Science includes health science education, administration, and practice.

The faculty is organized into functional groups (academic affairs, student affairs, faculty affairs, and community relations). The groups are subdivided into task forces and the task forces into committees related to instructional programs. Administrators include a dean, an assistant dean, coordinator of curriculum and instruction, coordinator of research and evaluation, and coordinator of physical and fiscal services.

Instructional materials are packaged into Learning Modules which include expected performance-based competencies. Learning Modules are available for variable units of credit (a unit is about one semester hour in conventional terms), usually one to four. Ordinarily, one to three primary performance objectives per unit of credit are specified. A primary performance objective describes a competency the student can demonstrate once he has completed the module. There are no grades. The primary performance objectives are recorded on the transcript. Hence, a transcript includes Learning Module title, the units of credit, and the competencies the person possesses.

Expected terminal competencies are specified for each area of emphasis and each instructional program. The primary performance objectives of each Learning Module lead the students toward one or more of the terminal competencies.

There are six 8-week sessions, a year-round operation. Students may enter, leave, or graduate any time. Cooperative Education—an on-the-job experience where theory and practice are related and for which the student receives pay as well as units of credit, with primary emphasis on the latter—is a part of most students' programs.

CEAS' programs are occupation-oriented. Students, in many cases, are being prepared for jobs that are expected to emerge in the future, for example, environmental analysts, planners, managers, health specialists, and educators.

THE CRISIS OF UNDERSTANDING: THE UNIVERSITIES AND INTERDISCIPLINARY EDUCATION

Daniel Alpert

Most informed persons now agree that the United States is undergoing a major historical transformation to what some have called a "Post-Industrial Age," characterized by diminishing dominance of industrial production as a social function, by increased prominence of service activities, and by increased concerns with the ways in which societal choice impinges on individual choice. This historical transformation, which has been in progress for some time, exhibits itself by the emergence of a number of major problems of crisis-proportions. These problems are interrelated and seemingly inseparable. In order to place into context the topic for today's discussion, I will select three problem areas as examples. In each of these problem areas we are faced with challenges of new dimensions; they are unprecedented in our experience because it seems fairly evident that solutions will demand changes in our traditional assumptions and in social and economic behavior, not only on the part of each of us as individuals but also of our institutions and agencies of government. The three problem areas which I will pose as examples are:

1. We are finally facing up to the fact that the physical resources of this planet are limited—and serious steps must be made to take this reality into account in the goals and way of life of our society;
2. We now recognize that growth in areas like industrial productivity, physical mobility, and population—all viewed as positive objectives in earlier generations—may have profound negative consequences in terms of threats to our physical environment, to the air we breathe, and to the water and food we need for sustenance;
3. Our nation is confronted with a shortage of creative roles for people in many walks of life. This results in severe limitations on the individual's career choices and on his or her sense of personal fulfillment: our youth, especially among minorities, often have difficulty in gaining initial access to productive employment; our mature citizens find it difficult to change career patterns and even to find jobs after age 40; our older citizens often find it impossible to maintain respected positions, or even to make ends meet.

It is easy to recognize that these problems are intimately related and that they have been generated over time as a result of a continuous set of processes. Unfortunately, when we try to separate such problems and focus attention on the particular problem that affects us immediately, we are often surprised by the emergence of even more critical problems.

This is the setting for our discussion of interdisciplinary education today. It goes without saying that the approach to any real problem or set of problems calls for interdisciplinary activities. But while it is a significant step to recognize that such problems exist, we have not yet developed the insights that will be required to solve these problems or even to define them in tractable terms. It is for this reason that I believe that we as a people and we as faculty and students are faced with still another challenge: a search for understanding of our new situation. In these circumstances, it is not enough to say that we need interdisciplinary education. We had better recognize that before we can teach, we must learn. It is true that our universities are the centers of learning in an increasing

variety of disciplines, characterized by great reservoirs of specialized knowledge. But there are also many areas in which we have very little knowledge and even less know-how. Thus, it will be well for us to start by recognizing our current limitations as professors and as institutions. We must transfer into the common understanding the specialized knowledge and specialized know-how that we possess. But we must acquire understanding that probably cannot be provided by our current modes of investigation and our present ways of formulating and disseminating knowledge. To gain such understanding will undoubtedly demand major changes in the teaching/learning processes at all levels of education. The challenge to our educational institutions is whether they can achieve the flexibility to respond to this new set of demands. As individual citizens, we have no choice but to try to do so.

INTERACTION OF ENVIRONMENTAL EDUCATION WITH THE COMMUNITY

Louise Rome

Under the National Environmental Policy Act of 1969 (NEPA), every federal action, including legislation, which significantly affects the quality of the human environment must be accompanied by an environmental impact statement analyzing the adverse environmental affects of the action, alternatives to it, and other technical and economic factors. For the community to participate fully under NEPA and other federal and state environmental laws, there must be interaction with professionals in medicine, sciences, economics and the law. Professional schools should improve interdisciplinary understanding and prepare specialists to participate in a broader community role which can only increase when proposed federal land use legislation is passed.

It is very difficult today for any community or civic organization to secure the specialists it needs for environmental planning and pollution abatement enforcement proceedings. The citizens who now have guaranteed rights in the decision-making process and some standing in court need help from the specialists in weighing alternatives and providing expert testimony for legislative bodies and courts on the medical, environmental and economic implications of those alternatives. The role of the university should be restructured to fulfill the emerging community needs which could be in conflict with some existing contractual obligations.

REACHING THE CITIZEN: SOME NEW EPA APPROACHES

Frank Corrado

When the EPA came into existence in 1970, its new public affairs office inherited a tradition of working with citizen groups that had previously formed the basis of the air pollution public information group efforts. Under EPA this tradition has been expanded and new methods have been developed to insure that the average citizen has an opportunity to become directly involved in government cleanup efforts. This approach recently reached a new high point with the inclusion of Sec. 101(e) in the 1972 water pollution act.

A constant round of hearings in air, noise, water, solid waste, and pesticides activities can easily be noticed. Also new attempts are being made to insure public participation for specific "publics" such as citizen groups, academics, labor, the business community, and state and local governmental agencies.

Major national citizen efforts underway include large-scale grants to major national groups to conduct training programs concerning solid waste and water, and information programs in air cleanup are being conducted through local groups throughout the country.

In the Midwest EPA region, in Chicago some new approaches to citizen involvement include a casette training guide for citizens wanting to get involved in the complex new water permit program, in Cleveland a smoke school to legally certify citizens as smoke readers in underway, and plans have been made for a twon meeting on air pollution in Stubenville, Ohio. In addition, a TV project is underway to bring home air pollution problems to blue collar workers in the Chicago area.

ENVIRONMENTAL CONTROL – A TECHNOLOGIST'S VIEW

George E. Brown

The explosive advances of industrial technology in the 1950's and early 1960's has given us an unparalleled increase in our standard of living.

The added consumption accompanying this increase has generated more waste materials in the wrong places than anyone realized and has given rise to great concerns for the environment. Doing something about these concerns has gone through 3 phases:

Phase I – General apathy for damage to the environment and the practice of an "out of sight, out of mind" concept for waste disposal;

Phase II – Sudden public expression of concern, adoption of helter-skelter legislation, and exercise of restrictive and many times impractical regulations;

Phase III – Tinkering with the laws to make them work.

We are emerging from Phase II and entering Phase III. The relationship of preservation of the environment through regulation and the cost of this preservation to our society is just beginning to be understood. The citizen, the government official, the production technologist, and the economist all are trying to communicate with each other, and they are having a hard time. The citizen has raised a hue and cry and is demanding that something be done; the government official is trying to respond to these demands; and the industrialist, who is under the gun, talks of alternatives which sound to the public like evasion clouded in technical jargon.

The universities and schools of higher learning from which most of our leaders of tomorrow will come are presented with a tremendous challenge. Training of these leaders must be in interdisciplinary fields to enable them to see the forest as well as the trees.

THE GOVERNMENT, THE PUBLIC, AND THE UNIVERSITY: NATURAL BEDFELLOWS IN SUPPORT OF ENVIRONMENTAL STUDIES

Foster S. Buchtel

The support of environmental studies programs will be discussed in terms of individual and interrelated responsibilities of those several organized sectors of our society with primary concern for the development and implementation of successful programs. Responsible, cooperative program planning and its natural evolution into more defensible recognition and solicitation of the necessary support will be the theme of the paper. The basis for the presentation will be three major questions. The first, "What constitutes support?", will be discussed in terms of financial, "in-kind" and organizational (e.g. attitudes, planning, programs) support. The second question, "What are potential sources for support?", will be related to the first question, describing the different types of support available from the Federal, state and local governments, private sources (e.g. foundations, corporations, associations, and the community), and University/college sources. The third question, "How do we organize for support?", will involve program planning and commitment; organizational support of these plans and commitments; problems, strengths, and weaknesses of interdisciplinary, discrete, and combined programs; combining resources and modes of support; developing partnerships in the planning, organization, and implementation process with significant external others; and "people problems." Examples will be used throughout the discussion.

THE ILLINOIS INSTITUTE FOR ENVIRONMENTAL QUALITY IN ENVIRONMENTAL EDUCATION

Samuel G. Booras

In the past two years, the Institute for Environmental Quality has sponsored several environmental education projects. Those have included the writing of a school site-development handbook and the distribution of informational packets to all primary schools in Illinois.

In the realm of higher education, the Institute is cooperating with The Illinois Board of Higher Education to develop a master plan for environmental education for the various components of the Illinois system of higher education. There are two phases of the project: Phase I consists of the identification of environmental education needs and resources and the establishment of goals; and Phase II discusses the actual development of the master plan.

The identification of needs and goals involves (1) an inventory of both public and private environmental programs in which higher education can play a significant role; (2) an inventory of the needs of state and local governments for advice and expertise on the environment which institutions of higher education can provide; (3) an investigation of the possibilities of both traditional educational programs and innovative curricula; and (4) a survey of public agencies and private facilities to determine both quantitative and qualitative manpower needs. From this information, Phase II will identify the educational resources which will meet the previously determined goals. The final plan will seek to include the use of as

many presently available facilities, resources, and capabilities as possible. This plan will provide a coordinated approach at the State level for meeting the needs for environmental education.

Project work to date has included a review of other state programs, of courses presently being offered in Illinois universities, and of an in-progress survey of environmental manpower demands.

BEYOND OPTIMISM AND PESSIMISM: ADVANTAGES OF A THIRD WORLD VIEW

Thomas J. Maloney

Understandably, most material in an Environmental Studies Program in a North American University deals with the situation within the country. My own work in Central America on the relation between economic development and environmental problems requires that a broader view be taken. This is especially true for the major industrialized nations because the late-developing nations will probably be sending their young people to our institutions for training in environmental matters. Further, because the field of Environmental Studies seems capable of becoming a generalizing scientific field, Human Ecology in the broader sense, we need to cover the whole range of human-habitat relations, not just those of highly industrialized, and highly urbanized nations and regions.

Both the Stockholm Conference on the Human Environment and the less publicized Conference on the Application of Science and Technology to Latin American Development (Brasilia, Man, 1972, sponsored by OAS) point up the probability, even the necessity of different paths of technological development, different frames of reference in defining and dealing with environmental problems. The two commonly used perspectives, neo-Malthusianism of the Hardin-Ehrlich or Forrester-Meadows types and the technological optimism of Green Revolution, orthodox capitalist or socialist "man conquers all" types do not fit well and are not accepted by or acceptable to many concerned with environmental problems in late-developing countries. The former types are seen as ecological or demographis, or even political "put-downs", and the latter are seen as naive missionizing of technologists whose practices have brought about ecological disasters on the home front. An adequate Environmental Studies program should include not only these two-standard approaches to environmental problems, particularly as they apply to the United States, but examples of problems of developing nations and attempts to reach beyond these two contradictory perspectives, especially in analyzing the problems of these nations.

GRADUATE STUDENT REACTION TO A MASTER'S DEGREE PROGRAM IN INTERDISCIPLINARY ENVIRONMENTAL EDUCATION

The Institute of Environmental Sciences (IES) offers an interdisciplinary program designed around problem-solving techniques, oriented toward community service, and leading to the degree Master of Environmental Science. The program consists of four elements:

1. Core courses—problem-solving techniques;

2. Specialty electives—career training within an environmental problem area;
3. Seminars—interdisciplinary examinations of environmental techniques and problems;
4. Thesis, practicum, or internship—individual, team research or job training on an environmental problem.

IES students are trained to work as part of a team effort, integrating the disciplines toward the solution of society's complex environmental problems. This type of training provides the student with a broad base of general skills required of an environmental scientist, while allowing each student to specialize in one area (water, air, education, noise, etc.).

My reaction and the reaction of my fellow students to the IES program has been excellent. We have been excited and challenged by the new type of training that we are receiving, especially the following:

1. the close association and work with students from different disciplinary backgrounds;
2. the opportunity to work on interdisciplinary teams and to apply the problem-solving process to real-world environmental problems; and
3. the freedom to choose an area of specialization and the elect a research option that best suits one's individual situation.

As is the case with any innovative, experimental program, problems have arisen and revisions have been necessary. It has been most encouraging from the student point of view to see that our suggestions, criticisms, and comments have been well received and acted upon.

We have a narrow perception of talent. Talent is often thought of in terms of quantitative terms alone, then in human terms. A talent is often thought of as a high degree of mathematical ability, or a high test score; rather talent must be looked for in terms of intra-individual differences as well as inter-individual differences, and I would submit that those of us who are looking for equal educational opportunities for all should consider the peaks of talent that may exist irrespective of test scores, irrespective of special attributes that might have been viewed narrowly as talent.

– Willis E. Dugan

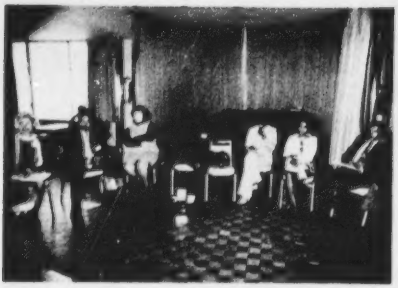
. . . "Education which overlooks the aspirations and technical survival requirements of a culturally pluralistic society is irrelevant"

DEVELOPING A RELEVANT AFRO-AMERICAN STUDIES PROGRAM

H. O. Obamadu

The late 1960's witnessed a tremendous enthusiasm for the inclusion of courses covering the history and culture of ethnic minorities in American Education. That they have been excluded from formal studies has promoted interracial disharmony and unfounded myths of other cultures unlike that of the dominant one in American society. Afro-American studies is an academic curriculum geared to the study of black people in American life people of African extraction and origin. The totality of the curriculum should be infused with the black experience in America, and there should be a decided balance between relevance and utility for the benefit of the individual student. In proposing programs in this area, the focus should be upon the utility of this knowledge of Afro-Americans to the student's opportunities to achieve self-esteem, identity, hope, courage, a sense of determination, and a commitment to making valuable contributions to community development. The curriculum should be rooted in African studies in order to dispel the myths of the African heritage. In view of the demands of elementary and secondary education for qualified people in ethnic studies who can deal with the myths of the African and American past and thereby promote interracial understanding, certain aspects of the program should be required to meet certification requirements in the field of Education.

Staffing these programs has been difficult because of teacher shortages, but flexibility in the employment of teachers irrespective of racial identity has given momentum to curriculum construction in this area. It is sociologically unsound to promote separatist ideas in program construction and content selection. Academic standards of excellence must not be compromised by racial bigotry. Nor should these standards be compromised by administrative indifference, as substantial financial support is absolutely indispensable to a viable program. Confident that a relevant curriculum in Afro-American Studies with an action-centered and community-oriented perspective can solve many of our society's ills, we must continue our efforts to win an interested student body, a committed college administration, and an active community support if we are to make these programs the realities they must become.



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Thus the concern for knowledge was for centuries restricted to a concern for what was rather than what could be—to a transmission of old knowledge rather than a search for the new. And at the center of the wheel of history was the fact that the rulers of traditional societies, both clerical and civil, were not hospitable to the idea that truth could be discovered without the intervention of those specially trained in the mysteries.

—James Alfred Perkins

NEW CHALLENGES TO ETHNIC STUDIES

Adam Hebert

When one looks at the significant challenges of Ethnic Studies around the country and the strategies used to relate these programs to the minority community, one is appalled at the blunders found in both organization and implementation. At fault may be the wrong kinds of objectives. A new concept now emerging in shaping these programs is that of "liberation." Implicit in this new objective is not the traditional kind of emphasis on educating for the "underdeveloped regions" of the world, but educating to liberate black people here in America from the traditional and subtle forms of psychological and economic exploitation. The fault may also lie in the structuring of curricula in this area. Here we have reference to the failure to make available a general core of knowledge in the program that is functionally geared to the specific requirements of the student's vocational choices. Certain problems exist in the minority community: of an economic nature like housing, of a social nature like health, education, and crime, and of a political nature like legislative indifference to the needs of the ghetto. All these problems make it imperative that programs in ethnic studies be constructed and taught so as to equip the students with the tools and skills necessary to deal with specific problems.

The failure of these programs in the past may be the result of an improper administrative focus. Too often they have developed in response to threats of physical violence by ethnic minorities. Thus they have become a kind of "insurance policy" against the blackmail threat of violence. In some instances, they have been known to develop as a type of academic "window dressing." Others have sincerely developed in response to the psychological and educational needs of ethnic minorities. Other problems hampering the development of excellence in these programs have been: the ambivalence of college administrators on tenure considerations for the teaching faculty; the problem of finding satisfactory departmental or other administrative status; attracting student recruits sufficient to justify cost; and the general trend and threat of decreasing college enrollments. Although the latter has in many instances forced the adoption of ethnic courses in the traditional curriculum, it also offers an escape valve for the denial of financial support of ethnic and other new programs that must be funded.

Finally, the overall problem and challenge of ethnic studies is that of providing the kind of relevance to the students enrolled that will better enable them to relate to the complexities of our society. Bear in mind that this must be done simultaneously as we equip them with the skills necessary to compete in the job markets of our contemporary world.

THE NEED FOR BI-LINGUAL EDUCATION

Ana M. Ortiz

American Education fails to properly reflect cultural pluralism in curriculum construction. This can have serious social and psychological consequences for Puerto Ricans, Mexican Americans, and other Spanish and Latin-Americans training in American schools.

The most serious problem encountered by ethnic minorities in American Education results from the defects in the instruments of objective measurements for admission policies or for determining proficiency. In the mid-west, and I am sure the figures are similar for the east, over 78% of Spanish speaking minorities in American schools either fail admission or will drop out before the end of the first school year. It is the most vicious form of institutionalized racism one can imagine. The psychological harms to personality development are tremendous.

Another defect in American Education as it relates to its Spanish speaking minorities is the lack of choices, with respect to courses as well as learning materials. In many instances, these courses and books are totally lacking in multi-ethnic content, and when such content is included, it is often stereotyped.

Bi-lingualism in American Education would eliminate many of its defects with respect to minorities. I am from Puerto Rica, and to survive in this country, I had to learn English for purposes of completing my education, but I also had to retain my knowledge of Spanish to communicate with my people and maintain a proper respect for my cultural heritage. Bi-lingualism is not difficult to implement. There are many people with bi-lingual training in every community who could teach a second language without formal training almost as well as if not better than the person academically trained in languages. Therefore, there need not develop a problem of teachers. Local community leaders and school officials should work out this problem in constant joint consultation. It is an excellent opportunity to promote good culture contacts as well as improved race relations with a bi-lingual program of education. As people study the language, they automatically come to understand and appreciate the culture from which the language derives.

EAST CENTRAL EUROPEAN ETHNIC STUDIES IN THE UNITED STATES

Stan Kimbell

Students of ethnic studies in the United States would do well to heed the Biblical injunction to thrust their sickles into a field white with harvest. On every hand there are important and challenging research topics and projects. New publications, dissertations, courses, and institutions appear with growing frequency and yet, because the field of Ethnic Studies has been so neglected for

so long, there is little possibility that it will be exhausted for years to come. Students should take full advantage of the fact that we are now in the midst of an ethnic renaissance, a heightening of ethnic awareness which has created great interest in ethnic studies. The concept of the melting-pot is disappearing in favor of cultural or ethnic pluralism.

The growing interest in, and the importance of, ethnic studies may perhaps best be exemplified by the Senate Higher Education Amendments Bill of 1971 and the Ethnic Studies Bill of 1972 which advocate the expenditure of millions of dollars for various programs. Senator Richard S. Schweiker (R. Pa.) said in defense of his Ethnic Studies Bill: "Conference approval of ethnic studies legislation today is a key step in providing national recognition to ethnicity as a positive, constructive force in our society. The 'melting pot' theory of assimilation is no longer working, and too many people in modern society have lost the important values of community, identity, traditions, and family solidarity."

About sixty percent of the people in this country may be classified as ethnics.

CASE FOR A MULTI-DIALECTAL APPROACH IN ENGLISH INSTRUCTION

Amy Richards

The faculty of Wayne University, Detroit, Michigan, has undertaken for publication a multi-dialectal approach to English instruction in the form of a handbook. The concern of this group has been with the extent to which black variations in English expression carry over into written composition, and their purpose is to teach standard English as an instructional priority along side of what is called "community dialect."

In the use of two dialects, many black *and* white students, chicanos, etc., frequently make such common errors as dropping the "ed" from words, dropping the "s" in the third person singular, leaving off the "s" in words expressive of quantity, or using many strange and varied forms of the verb "to be." These common errors are listed for the students and identified as legitimate forms of community dialect, but the student is taught be comparisons how to translate this mode of expression into standard English. Many new innovations are introduced into the handbook as sharp points of departure from traditional methods of teaching English grammar. Verbs, for example, are taught inductively to the student through the use of series sentences by which he comes to recognize action words as verbs through self discovery. The deductive method of defining verbs and learning them under labels that turn students off (modal, subjective, etc.) is discarded. Recognition exercises using simple sentences worded in the language of the student's everyday experiences help him to make comparisons of community and standard dialects. Following these in the handbook are pattern exercises that might, for example, take irregular verbs that change in the participle form (like ring, rang, rung) and force the student to use them correctly in matching sentences, supplying the matching correct verb form in the blank spaces that will best express the statement in correct standard English. This may appear to be a rote learning exercise, but it can become very effective learning when the student is working in two dialects with the purpose of differentiating between them.

While many reviewers of this study took the James Sletz approach to the problem of multi-dialectal English instruction and argued that dialect speakers

should be let alone and allowed to write and speak in their own dialect, our approach is a pragmatic one. We feel that if a student writes a letter to an employer and says, "I seen the boat come down the river," he is less likely to be employed than the one who writes, "I saw the boat come down the river." Consequently, if one must dualize the forms of communication in the public schools, students must be taught standard English as a first priority.

AFRICAN MYTH AND REALITY: A CHALLENGE TO ETHNIC STUDIES

Claude S. Philips

In a recent (1967-68) survey of school children between the seventh and twelfth grades, an effort was made to detect their distortions and stereotypes of alien people and cultures of Russia, their most commonly used descriptions included suchwords as cold, enemy, socialism, dictatorship, etc. For Asians, it was Hindu, Buddhist, malnutrition, backward, etc. Of the Africans, there was a consensus on such words as tigers, witch doctors, wild animals, savages, cannibals, etc. The survey reflected but little learning of other cultures and people between the seventh and twelfth grades in American Education. The images of alien people acquired before the seventh grade are maintained thereafter until the college exposure.

Some people use "myth" to mean "any belief system that evokes an emotional approval." Add to that the idea of a "false image," and you will understand our problem in American Education in dealing with ethnic minorities and alien cultures.

There is a good deal of myth in America concerning the size of the Continent of Africa as well as its political subdivisions. Note that we can put the United States in the Sahara Desert, and we can put the whole of North America and Europe combined on the continent of Africa. A second myth commonly held by Americans is that Africans are all alike, yet we find forty-five separate states in Africa over which is superimposed the total of over six hundred different languages. The mode of production will not even support this myth, for as in Europe, Africa began as an agricultural society and slowly moved into diverse modes of economic activity. Hunting, fishing, mining and metallurgy, weaving of cloth, wood carving, and the plastic arts—all of these were deeply rooted in Africa's ancient past. Its system of religion will not support the myth, even though Africans were not basically different from other people in the world in showing reverence for ancestors as well as natural objects. That no moral foundation existed at the base of the culture is equally unfounded, as we now know that Africans placed a great emphasis upon human justice, close family attachments, a communal sharing of external social harms, and a sense of humanity towards those of degraded social status.

That Africans are incapable of self government is a myth that will not stand up under the scrutiny of the forty viable states now represented in the United Nations Organization. Although one detects the same variations and power relationships in African political systems that undergird other political systems in the world, coercive and demoralizing police systems are often conspicuously absent in African societies. A final myth holds that Africans show comparatively high resistance to social change and modernization. This is hardly tenable when

one recognizes the long historical period of culture contacts with Europe and the degree of African manifestation of this contact in its socioeconomic and political development. It may be slower in its response to the impact of this common cultural contact, but certainly the modern industrial states of West Africa (Ghana, Nigeria) South Africa, and East Africa alike will challenge this myth.

This is the challenge for ethnic studies. The work is cut out for us. Where the image of other cultures is dim and distorted, these new programs must assume a functional role of clearing visions, erasing myths, and dismantling stereotypes. Only then can we deal with the inhibitions that negate sound intergroup action and impede healthy international relations.

THE INDIAN: AMERICA'S UNFINISHED BUSINESS

Marion Yazzie and Joyce Aschenbrenner

I am of the Winnebago tribes of Wisconsin. What is it like to be an American Indian in this country? The answer depends upon the individual and whether he has been brought up as an urban or a reservation Indian. The urban Indian in most cases will most assuredly lose his identity because of the city's cultural pull, because of his desire fro materialistic things such as home, clothing, and excitement, and the economic necessities for survival. But a small percentage will retain their cultural ties with the reservation. Being close to nature is what he misses most, and in many instances he will constantly visit the home place. That is where his people are and that is his land.

The American Indian Center represents over 60 tribes from the United States, Alaska, Canada, and Mexico. Their biggest problem is living down the stereotypes created by the communication media such as stereotypes about the hair, skin color, habits, mores, etc. It is often disappointing to receive an invitation to a day care center or some other community project "just to let them see what a real Indian looks like." It is even more disconcerting to hear the reaction "but he didn't look like an Indian." History has denied Americans a genuine knowledge of the fundamental spiritual and cultural differences Indians have from other ethnic groups. Furthermore, they do not even understand that each tribe is distinct and has its own culture, heritage, and language. We are inter-tribal because of forced conditions, but even in the "pow wows" or the traditional gatherings and dancings of tribal communities, some of the Indians will make cultural exchanges to satisfy the stereotypes about them.

One of our greatest needs is of a spiritual nature and that is to recapture the Indian way of life apart from the materialism of the city and town environments. This will include our own religious values apart from the Judeo-Christian that has been taught to us. The Christian religion teaches respect for individuals, but our religion emphasized respect for all of God's creation, animal and plant life as well as human life. We respect everything, all the natural things. In this way, one can say that he is a part of the total spiritual being.

One of the greatest outcomes of an ethnic conference of this kind is the opportunity it affords to promote mutual respect for diverse styles of life so that when ethnic minorities move into neighborhoods of the ethnic majority, they will not be looked down upon. Social mobility is a great need of the Indian community. Mutual understanding in a pluralistic society is a must if the Indian is to achieve this mobility. He must disabuse himself of many vices that

rub off on him in an integrated society, and alcoholism is one that threatens the spiritual values of the Indian community at the moment. But drinking is not a part of being "Indian"; it is rather a result of an integrated culture with a Christian front. Accompanying it are other vices uncommon to Indian culture, cursing, obscenities, etc. Intergroup hatred and physical violence are other vices taught us by a white Christian society. America's unfinished business with respect to the Indian is to reverse this process of education and live up to the basic tenets of its Christian creed.

SUMMARY OF THE PROTOCOL MATERIALS DEVELOPMENT PROJECT SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE

Theresa R. Love

The purpose of the Southern Illinois University at Edwardsville Protocol Materials Development Project was to produce a series of audio tapes and accompanying duplicated materials which provide examples of selected morphological and syntactic features of Black Dialect. The speech samples were garnered from the taped conversations of approximately one hundred intermediate elementary school children in the East St. Louis public schools. The resulting body of protocols is composed of a series of fourteen audio tapes, a guide for students which includes a general introduction, explanations of each of the speech terms, and tests designed to measure subject matter acquisition. There is also a smaller guide which is written from the point of view of instructors or workshop directors in that it indicates ways in which the materials may be used in classroom and non-classroom situations—in desegregation workshops, for example. In addition, there are two additudinal tests which are so designed as to show whether or not those studying the Black Dialect materials evidence changes of opinions relative to those who speak this variety of English.

Listed below are several of the tape titles:

Tape One — *Variety in Language, Balck Dialect As a Kind of English.* The concept of variety in American English is illustrated by three speeches of American children of different regional and ethnic origins.

Tape Two — *Introduction to Selected Features of Black Dialect.* The listener is introduced to six features of Black Dialect which will be discussed in detail later.

Tape Four — *Omission of S to Indicate Third Person Singular, Present Tense.* The tendency of Black Dialect speakers to omit the *s* signal as an indication of the third person singular, present tense, is contrasted with that of those who follow standard practices.

Tape Six — *Auxiliary Be, Negative Be, and Zero Copula.* Each of the grammatical conditions under which the invariant *be* is used is analyzed and illustrated.

Tape Ten — *Overinflection of Nouns, Verbs, Adjectives, and Adverbs.* Examples of this linguistic phenomenon are cited to indicate how a person speaking the variant dialect might overinflect the parts of speech listed here.

Tape Twelve *Inverted Word Order in Indirect Questions.* The ways in which questions are asked in Black Dialect are illustrated and contrasted with those of the General Dialect. Examples of the effects of these methods on sentence structure are presented and analyzed.

A point which is reiterated throughout the protocols is that the SIUE study would seem to show that none of the respondents used, exclusively, speech features which have been cited as belonging to the variant dialect. Instead, they tended to alternate between Black Dialect forms and those of the General Dialect.

CONVEYING MULTI-ETHNICITY CONTENT IN CURRICULUM DEVELOPMENT

Charles E. King

Since the United States Supreme Court decisions of Brown vs. Board of Education, 1954, and Alexander vs. Holmes County Board of Education, 1969, the nature and function of the social institution of education have been a major issue in the United States.

Explicitly the social system of the United States has the designed plan for an integrated society. The system of education has been designed to be, and continues to be, in conflict with the designed plan for an integrated society by functioning on a differentiated pattern of type and quality of education relative to the segregation of individuals based upon race and ethnicity. The resulting effects have been the conceptualizing of categories of persons into superior and inferior classes on the bases of race, ethnicity, and sex, thereby creating a caste-like, ordered society.

Unless the education system begins forthwith, after bringing diverse racial and ethnic categories together in an educational situation, to change its methods, facilities, and procedures in educating and socializing individuals, the problems in American society revolving around racism and ethnicity may become more severe than they were prior to desegregation.

As a social institution, the system of education, then, must change its process of invidiously indoctrinating, directly and indirectly, individuals to develop conceptions of the members of society as being racially and ethnically superior and inferior individuals.

In order for mutual respect and mutual recognition of all Americans to be derived by all persons exposed to the American education process, it is quite obvious that much of the content of curricula in American schools must be changed so as to present the contributions to, and achievements in, American society by all Americans.

Multi-ethnicity in curricula content is indispensable if education in present and future American society is to be adequate.

Who really sets the priorities in our society? Is it the majority? I think they are not always right. Yet, in a democracy we are somehow ingrained with the idea that the majority is right and certainly the question is, then, "Who does set the priorities?" And how can the majority be influenced if they are wrong?

– David S. Crockett

AN EMPIRICAL ASSESSMENT OF BLACK STUDIES

Nick Aaron Ford

I shall confine my formal discussion of the subject to an empirical assessment of Black Studies based on one hundred examples, although the book on the subject is based on two hundred examples. First let me define the term "Black Studies" as I consider it. Black Studies is the name applied to educational courses and/or research encounters concerned with the scholarly exploration of experiences of black people anywhere in the world, as recorded by honest, sensitive observers, and as artistically expressed in literature, art, music, and other forms of black culture. After an examination of over 200 objectives of the many programs examined, several general categories stand out and may be phrased as: (1) objectives that provide black students a feeling of personal identity, personal pride, and personal worth; (2) courses that offer a systematic study of the origins and experiences of black people, their history, living conditions, philosophies, social values, artistic expression, etc.; (3) objectives having to do with research in and providing services to the black community; (4) the training of black students in the philosophy and strategy of revolution as a necessary prelude to black liberation; (5) preparation of student for career opportunities including the professions; (6) the encouraging and developing of intellectual growth and scholarly interest in students.

The organizational patterns of these programs fell into three groups: the interdisciplinary committee with a director or chairman; the independent or semi-economist department with its chairman (over 25% of the programs followed this pattern); and the semi-autonomous school with the same privileges and responsibilities as other similar units in a university, municipal, or state system. Malcolm X College of Chicago is an example of the latter.

Over fifteen basic courses emerged in my study of curricula. They are listed by percentage preference: History, 20.5%; Sociology, 19.3%; Literature, 16.6%; Political Science, 11.9%; Anthropology, 6.2%; Art, 5.2%; Psychology, 4.0%; Music, 3.5%; Economics, 3.4%; African Languages, 2.8%; Speech Rhetoric, 2.0%; Religion, 1.8%; Geography, 1.3%; Philosophy, 0.9%; Mass Media, 0.5%; and others, 0.5%. Approximately two-thirds of the offerings in these programs were in the social sciences with the remainder in the humanities.

When we come to the personal equation of administration and faculty, it is to be noted that the success or failure of these programs, in the opinion of those responsible persons interviewed, was related to the personal character traits and educational philosophy of the directors. These people must reflect in their own

philosophies the institutional philosophy and commitment to the program. On the question of black versus integrated staffs, sixty percent of the directors expressed a preference for an integrated faculty, while forty percent preferred an all-black staff. As to the students, the problem of identification is the prominent one, both with respect to personal and group identity as well as in relating to the faculty of other than black extractions. While many students preferred separate courses and facilities to cope with this problem, over 100 directors opposed separate facilities and separate classes.

The years 1968-69 were the most productive of institutes and workshops funded by such organizations as Ford Foundation and the National Endowment For Humanities, etc. While many white participants complained of the militant negative attitude of many black scholars at these institutes, it was generally conceded that much was achieved in defining proper approaches to organization of curriculum and courses, identifying appropriate scholarly materials, and in undermining many stereotypes of the black personality.

Some basic conclusions:

(1) Though christened in 1963, black studies had an origin in the Black Renaissance period of the 1920's.

(2) Over 85% of administrators and educators at prominent colleges sustain the validity and value of ethnic studies.

(3) The most vocal objections to black studies come from tenured black faculty at white universities and some civil rights leaders who fear negative results.

(4) Students can teach, enter professional schools of law, medicine, social work, etc. with majors in this field.

(5) Not all universities consider the establishment of such programs, especially if they do not have the commitment and funds, but failing to do so, they proliferate the curriculum with comparable courses.

(6) Community development and opportunities for extensive research are among the rewarding goals of such programs.

(7) The organizational pattern best suited to a unique campus situation is my conclusion on the alternatives of curriculum patterns. There is no particular "best pattern" but the interdisciplinary one has encountered the fewest difficulties.

We at ACT have found that the flow of talent to colleges, jobs, and schools is primarily related to academic talent and not to other sorts of talent, in such areas as art, music, writing, leadership, or even in science. The labeling of people who do not attend college as untalented, or less talented, is grossly misleading if you take this broad view of human talent. There is little lost talent. Talent goes somewhere that it can be used. Most, if not all, studies of talented persons

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use college graduate populations as if they were the only pool of talent. ACT's research results indicate that talented people can be found in many other kinds of groups.

– Leonard L. Baird

PERFORMING ARTS TRAINING CENTER WORKSHOP – A REVIEW

Katherine Dunham

With members of the Performing Arts Training Center Company, Miss Dunham demonstrated the development of the Performing Arts Training Center in East St. Louis as an example of an emerging program.

Likening East Saint Louis to an emerging country, she stated how such a program can develop with the most difficult aspect involved in the establishment of a new program being its starting point. A person may have a clear conception of the needs to be met in a community without being able to get across to that community the existence of those needs of which they are not readily aware.

In explication, Miss Dunham gave an overview of the Center's development, stressing its initial period. That period was one of violence, rage, and bitterness. The program responded to the mood of the City by providing, through theater form, the means for expressing the pent-up and explosive sentiments of the community. In looking back over some of the poetry which she wrote during that period, Miss Dunham was astonished at the bitterness which it embodied. It nevertheless communicated the inarticulated thoughts of many of the young people in East St. Louis. Excerpts of poetry were read by John Brooks, a PATC student, and Miss Phyllis Commons sang from what has become a classic in the repertory of the Company, a portrait of the philosophy and death of one of East Saint Louis' heroic young leaders of that period, Taylor Jones.

In speaking to the evaluation of such a program, Miss Dunham stated that one needs to look at the persons that have been touched, to look at how often and in what ways the program has responded to its objectives.

When initiating an emerging program in an emerging community, magnets are needed. One such magnet for the Training Center was Mor Thiam who, through the courtesy of the President of Senegal, was permitted to join Miss Dunham in East Saint Louis.

Mor Thiam and student drummers trained by him demonstrated the magnetic effect that can be exerted on persons through the magic of the drums. The percussion demonstration led into a dance presentation of the Dunham Technique by student dancers of the Company.

At the close of the workshop, Dr. Theresa Love stated that another way of evaluating a program is by looking at the person behind the program who acts as the guiding force and attractive spirit which keeps that program together. She felt that the manifold achievements of Miss Dunham, were superfluous beside the fact that one could call her a maker of dreams. At one time blacks thought only of being teachers, doctors, nurses, and perhaps blues singers. Miss Dunham has provided hope to the young of East Saint Louis, has shown that there are other areas into which the young may go; and she has illustrated that the African Heritage can be equally as significant as the most elegant of classic ballets.

THE IMPACT OF BLACK THEATER ARTS ON AMERICAN CULTURE

Maidi Norman

I believe that every performer, be he dancer, actor, singer, playwright, or instrumentalist, should be equipped with the most thorough basic training in his chosen field. I do not believe that an actor can make use of the full range of his skills unless he learns to speak good, clear, standard English, learns to move with grace and authority, learns the rudiments of character development and emotional control. To make a living in this highly competitive field one must be prepared to play everything from Shakespeare to Bullins.

It is therefore self-defeating for Black, or Brown, or Red, or Yellow students of the theater to insist on separate but equal budgets in college theater arts departments so they may do their own thing.

However, college training programs should encompass the history and theatrical expressions of all ethnic groups which have contributed to our cultural heritage. The theater is the window of enlightment and understanding among peoples. The overlong life of minstrelsy and the denegrating caricatures of Blacks in the plays of the eighteenth and nineteenth centuries were a strong factor in our lack of acceptance as bona fide members of the human race and had a profound effect on our acceptance of ourselves as worthwhile entities on the American scene. We have, hopefully, passed through the era of shock theater where our playwrights have been overzealous in their expose of the seamy side of Black life—the poverty, dope, prostitution, revolution, and agony. Since its inception, the theater has been a record of human endeavor, of human customs, hopes, habits, mores, joys, longings, and despair. Most of the Black playwrights of the sixties and seventies have been obsessed with despair. I hope that the skills our young hopefuls are now acquiring will be put to better use, for there is more to being Black than has been delineated by recent playwrights and scenario writers. We are fighting our way into a box, creating a new stereotype as deadly and destructive as The Uncle Tom of yore.

Jean Paul Sartre says it best: "It is not important what is done to us; it is only important what we have done with what is done to us."

AFRO-BRAZILIAN LITERATURE

Gerald Dreller

Most of the things that have survived in Afro-Brazilian culture today were shown to you in the film. Note that most of the cultural survivals stem from religious practices indigenous to the geographical place of the slave's origin in Africa. For example, the food observed in the film derives from an original food offering in religious ceremonies. Music survived as a religious art form which was a part of the culture. African dress was worn as a particular "street dress," for the religious forms of cultural expression. Thus we see that religion was one of the most conservative aspects of original African culture that survived in Brazil. Why did not African religious cults and ceremonies survive in the United States? How do we test the survival of a culture in an acculturated society?

One of the ways of testing the survival of a culture is through linguistic continuity. If a word survives, it is because the culture survives. Over 25,000 words have been found to survive in parts of Brazil that are of African origin. Another way by which the African culture has survived has been through the propagation of Catholic teachings and the Catholic faith. Protestantism was a part of the hostile North American environment that repelled African culture. Catholicism aided and abetted it. Indians and Africans were human beings in Brazil. They had souls. The Protestant ethic in the colonial experience allowed for the legal baptism of the slave in the Christian tradition, but this did not alter his legal status as property. Afro-Brazilian literature does not reflect the color line, but it does reflect the class struggle. The problem in Brazil is not one of color. It is rather one of poverty, irrespective of color. The rich cultural heritage of Brazil is not alone one of the Western tradition, but also of the African. While there is a parallel movement in theater and literature similar to the Leroy Jones "black pride" kind of movement, the concept of negritude is persistent, and one might conclude that Brazilian literature is a Brazilian thing inclusive of other cultural traditions. This fact would suggest a big difference in the concept of Black Studies and Afro-Brazilian Studies. As already mentioned, the difference develops from the cultural history of the two regions in which linguistic, religious, and other African art forms survived in one and perished in the other.

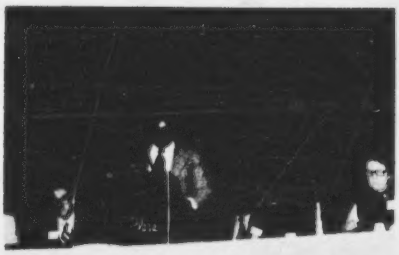
AFRICAN AND AFRO-AMERICAN SOCIAL AWARENESS COLLECTION

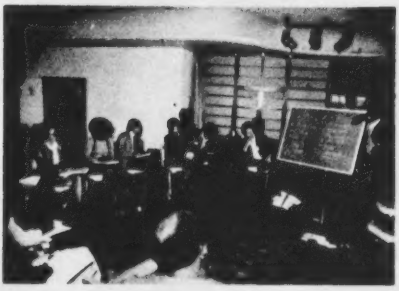
Ina P. Sledge

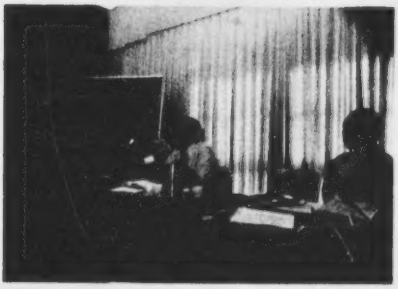
The enormous interest in African and Afro-American studies generated over recent years by the emergence of the newly independent African countries, and by the desire of Black peoples everywhere, particularly in the United States, to re-assess their cultural and spiritual heritage has led to an increased demand for works of African and Afro-American literature.

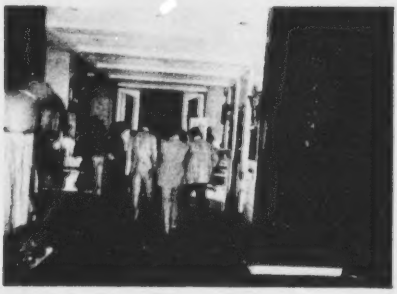
There should be acceptance of responsibility both by Black Studies programs and libraries to provide adequate resources before these programs are initiated. It goes without saying, the main focus was implementation of Black Studies programs and not very much thought was given to resources. One fact was clear: as of the winter of 1968-69, all too many institutions of higher learning had promised their students much more in the way of Black Studies Resources than they could deliver at the time these programs were supposedly in "full bloom."

The African and Afro-American collection will at least enable scholars to broaden their field of research, besides making it possible for the public at large to come to know the writings of men and women whose importance they were unaware of. There are many who have never read, or even heard of, the works of those who shaped movements like pan-Africanism, Negrism, Negritude, "Back to Africa," "Africa for the Africans"—there are those who subscribe to the militant Black Power movements and yet do not know the historical origin of those movements. Often a situation, a way of putting or solving a problem, was approached in much the same manner by Blacks all over the world, whether the situation was in Africa, the Carribean, the United States, South America, or Europe; that is what is reflected in the literature in this collection.









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Unfortunately, it is these neglected works that are the most difficult to obtain. This is because even though former holders of colonial territories made an effort to encourage the native literature of their overseas possessions, little was done to promote the sale of these works in Europe. In America, local political and social pressures sometimes prevented universities from subscribing to, or seeking to obtain, journals or works that were considered to be radical Negro/Black literature. Librarians had no real chance to acquire such materials, usually because they were unaward of its existence, or, if they were not, they found upon making an inquiry that it had already gone out of print. Consequently the scholar who needed access to a wide range of African and Afro-American writing was, in the past, prevented from being able to complete the detailed study necessary for his work.

Therefore this collection offers the means of tracing the many aspects of the Black struggle for freedom and of filling a gap in the search for material with which to demonstrate the history of an independant Black literary heritage. It is a treasury that no library can afford to ignore, and a collection that must be continued.

A BLACK PERSPECTIVE ON PUBLIC AFFAIRS: A NEW CHALLENGE TO ETHNIC STUDIES

Summary – Deryl Hunt

The two hour workshop entitled: "A Black Perspective of Public Affairs: A New Challenge to Ethnic Studies" was a follow-up to Mr. Phillip Rutledge's keynote address on the same subject. The workshop opened with some general remarks by Mr. Rutledge on the nature of Public Administration and its relevance to the Black Community. Mr. Rutledge indicated that "the public's business is everybody's business and until Black people realize this, their interests will not be served." At present, however, according to Mr. Rutledge, "there are too few Blacks who know what public administration is all about and even fewer who are involved in making public policy." Thus Ethnic Studies Programs can fill this void be directing attention to the study of Public Administration.

Following Mr. Rutledge's remarks, Dr. Adam Herbert argued for the establishment of strong linkages between Ethnic Studies Programs and skills-oriented professional schools. According to Dr. Herbert, "Theory is fine but until Ethnic Studies Programs begin to talk about application–aimed at addressing long standing social problems afflicting Black people– the theory is meaningless." Dr. Herbert proposed that students majoring in Ethnic Studies should have a double major–one in the purely academic area and one in a skills area.

Following the discussion by Dr. Herbert, Dr. Hunt addressed the need for Ethnic Studies Programs to teach a Black perspective on public management. A Black Perspective of Public Management was stated, in part, to be a function of the unique experiences of Black people both in Africa and America. The unique experiences manifest themselves in a greater degree of tolerance, humility, and sensitivity, ultimately producing more "public" oriented administrators. Finally, Dr. Hunt hypothesized that if a Black perspective on management should become a focus of Ethnic Studies, the results would be a liberation of the minds of Black students toward increased participation of Blacks in the field of public administration.

SECTION III

King V. Cheek, Jr. – Luncheon Guest Speaker – "The New Campus"

Business Meeting Summary – Samuel Kelly

THE NEW CAMPUS: IMPLICATION FOR IMPROVED EDUCATIONAL DELIVERY SYSTEMS

King V. Cheek, Jr.

The winds of change in higher education are blowing with increasing velocity. Are the professionals who have been given the assignment of teaching in and managing educational enterprises emotionally or intellectually prepared to meet these changes?

There are people who care about forcing improvements and humanizing the educational enterprises. The Carnegie Commission Report states that higher education communities will never again be what they once were. A brief survey of these changes would be instructive.

Assumptions under attack are:

(a) the traditional methods of teaching;
(b) the student must be taught to learn;
(c) time spent in the university is an inviolable criteria for the awarding of a degree;
(d) if you haven't had a course, you haven't learned that body of knowledge;
(f) rote memory of course content is more important than learning.

Some of the changes that are occuring are:

(a) the college-age student population is changing;
(b) the "in loco parentis" attitude is being discarded;
(c) emphasis is shifting from education of the elite to universal access to education, with greater attention given to equality for blacks, other minorities, and women;
(d) modes of instruction and learning;
(e) instructional technology.

To understand what this revolution in values and process will mean, examine the current state of education. Higher education purports to develop life-long learners. But a simple examination reveals that our current process involves students in passive roles, who learn early that seeking the approval of others is a condition for academic success; risk-taking is minimized and individual initiative is stifled; the student marches lock-step into fifty-minute lectures, 120 semester hours, for four years; learning must take place on a geographically prescribed campus; only those persons certified and hired by the college are qualified to teach; only that learning experience acquired under these prescribed conditions is valid and creditable.

The major tragedy is that half of the students who enter higher education never complete their programs.

Our educational delivery systems and support services can be improved through the following ways:

(a) universal access to higher education with emphasis upon equality for minorities;

(b) humanization of the educative process;
(c) methods of compensation which regard the learner's ego involvement and self-concept;
(d) special programs that provide successful experiences for students;
(e) individualization of instruction and pace of learning which accounts for differencies in life styles, learning styles, and abilities;
(f) off-campus learning experiences.

Educators must provide environments in which students can experience personal growth and in which they are allowed to make choices and accept consequences. The educator will assume the role of mentor, advisor, and consultant, realizing that developing adulthood requires the exercise of independent judgment with the emphasis upon process rather than content.

A word of caution is necessary: Self-directed and highly independent learning modules are not for all students, for many of them do not have the maturity and self-discipline that is necessary for success. When programs and learning modules have been properly developed, the student will have to assume the responsibility for the standards to be attained and for the evaluation of the learning that he has received.

SECOND ANNUAL NATIONAL CONFERENCE ON SPECIAL EMERGING PROGRAMS IN HIGHER EDUCATION

The Second Annual National Conference on Special Emerging Programs in Higher Education will be held on November 6, 7 and 8, 1974, in Seattle, Washington, hosted by the University of Washington's Office of Minority Affairs and the Society of Ethnic and Special Studies.

As one of the emphases of this conference is multi-ethnicity, the University of Washington is uniquely suited to be chosen as the host. The Seattle area and the University of Washington has a multi-ethnic population of four distinguishable ethnic groups; Asian, Black, Native American and Chicano or Spanish speaking students.

The University of Washington is currently in its sixth year of operating ethnic programs. The difficulties encountered over the years in gaining access to higher education for ethnic students have not been dissimilar to those of many other ethnic programs on predominantly white colleges and universities across the country. The haste with which most of these programs, at their inception, were established did not allow for careful planning nor adequate support mechanisms. Program design and structure for optimal efficiency in providing service to students must be constantly evaluated. The needs of students change as do the needs of their communities; therefore, political, economic and social factors will be critically important to this conference. Particular interest will be directed at the development and retention of these Multi-Ethnic programs. The Second Annual National Conference on Special Emerging Programs in Higher Education will deal with the entire spectrum of this phenomenon.

Far too many programs must rely on unstable or inadequate appropriations which do not provide a permanent base within the institution. Colleges and universities, as well as the community at large, have an expressed limited view of

these programs. This lack of understanding has proven to be detrimental in some aspects when viewed as a lack of support.

With the above stated concepts in mind, the primary conference goals are:

1. To arrive at effective strategies to:
   A. Enable inter and intra-ethnic cooperation,
   B. Stabilize basic programs by incorporating them into the regular university structure,
   C. Obtain stable funding so that experimental programs will have adequate time to demonstrate their work.
2. To arrive at a policy statement synthesizing the common goals of special programs.
3. To draw together experienced researchers to formulate research needs for special emerging programs.
4. To determine the most effective national organization structure for the implementation of common goals.

As our Steering Committee is actively involved in structuring the conference format, we invite national input; we strongly feel that this conference has potential to be informative, exciting and unique in content and design.

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A special acknowledgement of thanks must be extended to Katherine Dunham, Professor, Performing Arts Training Center, and her performers for an informative and delightful evening of dance which illustrated the Dunham method and the professional skills of her staff and dancers.

An educational conference cannot function without student power. The planning committee and staff are indebted to the many volunteer students and stu-workers who typed, stuffed envelopes, ran errands, recorded sessions, manned registration booths, compiled, counted, recounted, and performed countless other mundane tasks that were necessary for this conference to be a reality.

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